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ABSTRACT

An Institutional Goals Inventory at Frostburg State College presents respondents with 90 prestructured goal statement questions and twenty-six locally prepared questions. The 90 goal statement questions compose twenty goal areas. Goals areas are: academic development, intellectual orientation, individual personal development, humanism/altruism, cultural/aesthetic awareness, traditional religiousness, vocational preparation, advanced training, research, meeting local needs, public service, social egalitarianism, social criticism/activism, freedom, democratic governance, community, intellectual aesthetic environment, innovation, off-campus learning, accountability/efficiency. Data on respondents' role on campus, faculty rank, age, and so forth are also recorded. Findings indicate that Frostburg State sees intellectual orientation as the highest priority, is a rather traditional kind of institution, is reluctant to express educational outcomes in dollars and cents, and has a need for planning, goal-setting, and articulation of college goals and objectives. Students place much more value on the importance of graduate education than do faculty or administration. (Author/KE)

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ED130567

INSTITUTIONAL GOALS INVENTORY

AT FROSTBURG STATE COLLEGE

(Where We Are and Where We Should Be)

(IR-10-73)

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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September, 1973

By

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HE008327

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September, 1973

Jae W. Choi
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When a man does not know what harbor he is making for, no wind is right wind.

Seneca

CHAPTER I

INTRODUCTION

During the past two decades, the expansion in higher education enrollment, programs, and facilities has been extraordinary. It was particularly so in the 1960's in most of the fifty states. However, higher education in America has reached a point of watershed. Forecasters generally agree that enrollment increase during the 1970's will be slowing down due to declining birth rates and a decreasing desire to attend college due to unsatisfactory pay-off after graduation. Furthermore, it is valid to assume that the college population in the 1970's will be mixed with new college students; there will be more students from the working classes possessing relatively lower levels of scholastic ability (Cross, 1971).

Antagonism in the colleges and universities reached a peak in 1970 in the wake of campus upheavals following the invasion of Cambodia and the shooting at Kent State University. Public displeasure with institutions of higher learning has been mounting in the recent years. Student radicalism and campus disorder along with other social/political and demographic changes pushed the colleges and universities toward the watershed.

The most important and not stated heretofore are the present economic realities. The cost of goods and services has risen steadily for some years, and more recently the rise has been extremely sharp. Taxpayers become increasingly reluctant to pay for the support of colleges and universities as is the case for public education. Inflation, relatively fewer jobs as well as dissatis-

faction in the market for college graduates, unpredictable economic future, and limited public revenues for the public higher education institutions have been pushing colleges toward a cost squeeze. Byrnes and Tussing call this "The Resource Gap" -- "the difference between available resources and needed resources" (Carnegie Commission on Higher Education, 1971).

College administrators have responded to these new circumstances in many different ways. Examples are various--hiring squeezes, investigations of faculty workload, minimizing equipment purchases, postponing capital outlays, freezing faculty salaries, etc. An emerging reaction to the general fiscal dilemma from a good many state capitals is the concept of effectiveness. The core of this concept at a college or university is that how much of the purposes and objectives of the institution can be achieved by allocating limited public resources, according to some criteria set forth based on interests of all concerned. These factors have caused the colleges and universities to re-define their missions and roles. The issue of new missions and roles of higher education institutions has been recently much debated.

College and university leaders now face the issue of taking initiative in proposing terms by which effectiveness of the college can be measured. Colleges must organize to plan and justify their performance in relationship to limited financial resources. Goals and objectives of all units of the college need to be clearly defined and procedures for evaluating the effectiveness of all programs must be developed. When results of evaluation are prepared, college leaders have to communicate evidence of effectiveness to those who, in the final analysis, decide how the money is to be allocated. This process is also necessary within the college community.

A climate of active support and ready participation is imperative to the success of planning and evaluation. Most critical to a college's planning and evaluation is a consciousness with the college community of the goals of the

institution. Assessment of institutional effectiveness is most sensibly understood as determination of the extent to which set forth goals are being achieved.

Recently various external forces have pressed educational institutions to evaluate their effectiveness and accountability for their use of fiscal resources. Continuously increasing demands on higher education institutions to assume new functions and programs have forced institutions to choose among alternative emphases and priorities. Instituting some new programs may necessitate cutting back on some existing programs. Then, how can colleges embrace new missions and roles while retaining and improving existing ones? By what criteria should an institution make such decisions?

Statement of the Problem

Needless to emphasize, institutional effectiveness may be best understood in terms of the degree of achievement of accepted institutional goals and program objectives. The college community should be able to articulate the beliefs and aspirations its present constituent groups hold about unique goals for the institution. Goals of any institution must be developed in such ways that are meaningful to all constituencies, supporters, and potential supporters if the institution wants to survive and progress. Goal setting at the public institutions should involve integrating expectations and aspirations of people on the campus together with those of citizens. In addition, taxpayers and educational, industrial, and other organizational leaders should have opportunities to express their interests in the college.

In reference to the discussions given above, several questions are readily conceivable. Specific questions that need to be investigated are provided as follows:

1. What are the major goals of the college perceived by constituent groups on and off the campus?

2. How diversely do constituent groups, on and off the campus, perceive the goals of the college?
3. Which goals are considered more important than others, and to what extent do constituent groups agree about the importance of various goals?
4. To what extent do constituent groups aspire to accomplish the goals of the college? Or, how much do constituent groups feel dissatisfaction with the current conditions of goal importance?

Purpose of the Study

The concept of an institutional goal is a verbal abstraction. As a conceptual tool it can be enormously useful in deliberating, determining, and evaluating policies and practices of the institution. This study provides bases on which to make rational decisions on how the college may embrace new missions while retaining and improving existing ones, and on which to establish criteria useful in decision-making.

The purpose of this study, therefore, is to obtain broad information concerning institutional goals, which will serve the following purposes of the institution:

1. Agreed-upon concepts of institutional goals would seem to serve as the basic element in a formulation of the institution's philosophy, ideology, and policy. Stated goals would seem to help integrate assumptions, values, and hopes for the institution into a coherent policy which, in turn, provides standards for present and future college operations.
2. The agreed-upon goals would be used as decision standards

by all college constituencies.

3. The level of importance of institutional goals would seem to provide bases for the outset of the planning process.
4. Institutional goals would seem to be valuable in developing the college management information system.
5. The information of institutional goals seems to be useful for evaluating the institutional programs objectives.
6. The agreed-upon and stated goals would be used in implementing institutional accountability.

Procedures

One of the most important functions of the Office of Institutional Research is to provide objective information and data regarding purposes, objectives, programs, and activities of the college. The Institutional Goals Inventory (IGI), developed by the Educational Testing Service of Princeton, New Jersey, is a new instrument designed to aid institutions in defining institutional goals, establishing priorities among these goals, and providing direction to an institution's present and future planning and management. The IGI is one way of providing a high order of academic statesmanship which will be required, at several levels, to reach goal accommodations reasonably satisfying to all involved. Broad participation in institutional goal setting can be realized through the use of an instrument such as the IGI. One of the most important points here is that various constraints in the planning process must be decided upon thrcugh democratic participation.

This IGI instrument was devised on the basis of tested value of the

Delphi Technique* (Gordon and Ament, 1969; and Helmer, 1966). This form contains both IS and SHOULD BE ratings along a five-point scale; that is, the participants can indicate their perception of how important the goal currently is on the campus and their opinions about how important it should be. The instrument contained ninety prestructured goal statements, twenty locally prepared goal statements, and six items for additional local uses.

The questionnaire was distributed with the College President's letter requesting cooperation of five constituent groups. Recipients were 160 faculty members, 180 undergraduate students, 80 graduate students, 20 administrators, and 100 community representatives.

The students were selected randomly from two populations, graduate and undergraduate (juniors and seniors). Members of administrative staff were chosen from those who are closest to institutional policy formulation. The community representatives are carefully selected with the greatest emphasis on regional education community.

Due to the fact that each constituent group was requested to complete and return the questionnaire at the end of the Spring Semester, the response rate was not as high as anticipated. As shown in Table 1, there were 96 from faculty members, 58 from undergraduate students, 28 from graduate students, 19 from administrators, and 31 from community representatives.

Definition of Terms Used

The words "functions," "purpose," "goals," "objectives," etc. have been repeatedly used in any discussion on higher education management. It would be useful, therefore, to set forth several working definitions and conceptual

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*The Delphi Technique is a tool developed by the Rand Corporation in the early 1950's whereby consensus among diverse constituent groups regarding institutional goals can be reached without any face-to-face contact among its members.

distinctions used in this study.

Functions of a college or university refer to activities of the institution that are functionally related to other social institutions. Such functions usually have evolved over time through trial and error experiments.

Purpose refers to stated conceptions of the missions of the system.

Goals refer to particularly specified ends, outputs, and priorities established for a single college or university. These are institutional goals.

Objectives refer to ends of various component units, programs and services.

The distinction between output and support goals is between those that are manifested in a product of some kind (output goals) and those which are the ends of persons (support goals) responsible for the maintenance activities of the organization (Gross, 1968).

Delimitations

This study deals with ninety prestructured goal statement questions and twenty-six locally prepared questions. The ninety goal statement questions compose twenty goal areas. Each goal area comprises four goal statements.

One limitation of this study is that it did not exhaust locally relevant goal statements with reference to sub-units of the college. Another limitation is that response rates of constituent groups except one were not as high as they might be. A larger sample size of each constituent group would make the results of this study more meaningful. The questionnaire should be administered again, even periodically over a fixed interval of time.

CHAPTER II

GUIDE TO INTERPRETING RESULTS*

The Institutional Goals Inventory--What Is

The Institutional Goals Inventory Form 1, the first operational form of IGI, is the culmination of nearly two and one half years of developmental work, both conceptual and empirical. Two preliminary, experimental versions were constructed and pilot tested. The first of these forms was used in a spring 1970 study at five institutions in the Carolinas and Virginia which involved some 1000 respondents representing all the key constituent groups, including community people residing in the vicinity of each institution (Uhl, 1971). The second, a revised form, was used in a spring 1971 project involving 1300 faculty and students at ten colleges and universities on the west coast (Peterson, 1972a).

Prior to developing item contents for each version of the IGI, including the present one, substantial efforts, involving ETS staff and groups of outside consultants, were devoted to developing a conceptual framework that would underlie the instrument. The general objective was to set down a conceptualization of the important kinds of goals embraced by the total spectrum of American colleges and universities--public universities, independent colleges, two-year colleges, church-related institutions, and so forth. The conceptual framework (and the contents of the Inventory) changed with each new version of the instrument, with the changes meant to reflect important new goal conceptions in American higher education.**

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*All descriptions pertaining to GUIDE TO INTERPRETING RESULTS are derived from the documented original IGI Report copy of Frostburg State College.

**Revised theoretical frameworks will underly subsequent forms of IGI (Forms 2, 3, etc.) developed in the years ahead.

The theoretical framework for IGI Form 1 consists of 20 "goal areas," divided into two general categories. The first set of goal areas are conceived as "output," substantive objectives colleges may be seeking to achieve (qualities of graduating students, research emphases, kinds of public service, for example). Goals in the second general category are referred to as "process goals," which are conceived as internal campus objectives--relating, for the most part, to the educational process and campus climate--which may facilitate achievement of the output goals.

Descriptions of the 20 Goal Areas*

The conceptualization on which Form 1 is based consists of the following, outlined in the form of short-hand labels and descriptions of each goal area for the 20 goal areas.

Outcome Goals

Academic Development. This goal has to do with acquisition of general and specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on the campus. (1, 4, 6, 9)**

Intellectual Orientation. This goal area relates to an attitude about learning and intellectual work. It means familiarity with research and problem solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and a commitment to lifelong learning. (2, 5, 7, 10)

Individual Personal Development. This goal area means identification by students of personal goals and development of means for achieving them, enhancement of sense of self-worth and self-confidence. (3, 8, 11, 13)

Humanism/Altruism. This goal area reflects a respect for diverse cultures, commitment to working for world peace, consciousness of the important moral issues of the time, and concern about the welfare of man generally. (14, 17, 20, 23)

Cultural/Aesthetic Awareness. This goal area entails a heightened appreciation of a variety of art forms, required study in the humanities or arts, exposure to forms of non-Western art, and encouragement of active student participation in artistic activities. (15, 18, 21, 24)

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*Information included under this heading is directly obtained from the ETS Profile Chart Sheet.

**The numbers in parentheses are the four Goal Statements that make up each Goal Area.

Traditional Religiousness. This goal area is intended to mean a religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental—in short, traditional rather than "secular" or "modern." (16, 19, 22, 25)

Vocational Preparation. This goal area means offering: specific occupational curriculums (as in accounting or nursing), programs geared to emerging career fields, opportunities for retraining or upgrading skills, and assistance to students in career planning. (26, 30, 36, 38)

Advanced Training. This goal area can be most readily understood simply as the availability of postgraduate education. It means developing and maintaining a strong and comprehensive graduate school, providing programs in the professions, and conducting advanced study in specialized problem areas. (27, 31, 32, 41)

Research. This goal area involves doing contract studies for external agencies, conducting basic research in the natural and social sciences, and seeking generally to extend the frontiers of knowledge through scientific research. (28, 34, 35, 37)

Meeting Local Needs. This goal area is defined as providing for continuing education for adults, serving as a cultural center for the community, providing trained manpower for local employers, and facilitating student involvement in community-service activities. (29, 33, 39, 40)

Public Service. This goal area means working with governmental agencies in social and environmental policy formation, committing institutional resources to the solution of major social and environmental problems, training people from disadvantaged communities, and generally being responsive to regional and national priorities in planning educational programs. (44, 47, 50, 51)

Social Egalitarianism. This goal area has to do with open admissions and meaningful education for all admitted, providing educational experiences relevant to the evolving interests of minority groups and women, and offering remedial work in basic skills. (42, 45, 48, 52)

Social Criticism/Activism. This goal area means providing criticisms of prevailing American values, offering ideas for changing social institutions judged to be defective, helping students learn how to bring about change in American society, and being engaged, as an institution, in working for basic changes in American society. (43, 46, 49, 53)

Process Goals

Freedom. This goal area is defined as protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life styles. (54, 57, 60, 63)

Democratic Governance. This goal area means decentralized decision-making arrangements by which students, faculty, administrators, and governing board

members can all be significantly involved in campus governance; opportunity for individuals to participate in all decisions affecting them; and governance that is genuinely responsive to the concerns of everyone at the institution. (55, 58, 61, 64)

Community. This goal area is defined as maintaining a climate in which there is faculty commitment to the general welfare of the institution, open and candid communication, open and amicable airing of differences, and mutual trust and respect among students, faculty, and administrators. (56, 59, 62, 65)

Intellectual/Aesthetic Environment. This goal area means a rich program of cultural events, a campus climate that facilitates student free-time involvement in intellectual and cultural activities, an environment in which students and faculty can easily interact informally, and a reputation as an intellectually exciting campus. (66, 69, 73, 76)

Innovation. This goal area is defined as a climate in which continuous innovation is an accepted way of life; it means established procedures for readily initiating curricular or instructional innovations; and, more specifically, it means experimentation with new approaches to individualized instruction and to evaluating and grading student performance. (67, 70, 74, 77)

Off-Campus Learning. This goal area includes time away from the campus in travel, work-study, VISTA work, etc.; study on several campuses during undergraduate programs; awarding degrees for supervised study off the campus; awarding degrees entirely on the basis of performance on an examination. (68, 72, 75, 78)

Accountability/Efficiency. This goal area is defined to include use of cost criteria in deciding among program alternatives, concern for program efficiency, accountability to funding sources for program effectiveness, and regular submission of evidence that the institution is achieving stated goals. (79, 81, 83, 87)

The main content of the Inventory consists of 90 goal statements. Eighty are related to the 20 goal areas, four per goal area. The remaining ten statements are miscellaneous--each reflecting a goal judged to be sufficiently important to warrant a single item (only).

The Inventory also contains seven background questions about the respondent--his or her role on the campus, faculty rank, age, and so forth. In addition, there are two optional features:

1. The first enables use of additional goal statements of particular interest to a given campus; these goals, prepared by the writers, are responded to on page 10

of the instrument, and the tabulations are included in the standard score report.

2. The second option enables colleges to add up to six additional background information questions (numbered 119 to 124) for special analytic purposes by the college. In the case of Frostburg State College, the writers prepared questions regarding opinions toward present and prospective program offering at both undergraduate and graduate levels.

Owing in part to Uhl's study (Uhl, 1971a, 1971b), there is currently substantial interest in the Delphi technique as a means for achieving consensus regarding institutional goals. In Uhl's study, a standard instrument was administered to the same panel of respondents, with feedback information, including open-ended reasons given for "deviant" ratings, at the time of the second and third administrations.

While ETS can score each successive IGI administration (provide item means and response distributions), ETS does not provide service for summarizing open-ended comments or for indicating which alternatives were most often responded to. These aspects of an IGI-Delphi project, therefore, would have to be accomplished at the institution.

The Organization of the IGI Results

The general order of presentation of results in this report is listed below. More detailed interpretive information is provided in the following sections.

TABLE

1. Respondents. Response distributions in frequency and percentage by constituent groups.

2. Goal Area Summaries. For the total group, goal areas are rank ordered by "IS" means, "SHOULD BE" means, and "DISCREPANCIES;" ranked from the highest to the lowest mean and discrepancy scores.

3-22. Goal Areas and Goal Statements. Results for the 20 goal areas;

"IS" and "SHOULD BE" responses for the total group and, separately, for each of the sub-groups are depicted in figures together with "IS" means, "SHOULD BE" means and "DISCREPANCY" scores. Results for the 4 goal statements belonging to the appropriate goal areas are also provided in the same manner as the goal areas. Tables 3 through 22 cover the first 80 goal statements in the Inventory. The ten goal statements having the highest "SHOULD BE" ratings and the highest "SHOULD BE" - "IS" discrepancies are indicated with asterisk and number signs (*, #). Each table contains the results for one goal area and the four goal statements.

23-24. Miscellaneous Goal Statements. Results for the ten miscellaneous goal statements. The format is identical to previous ones.

25-28. Local Option Goal Statements. Included are results for the supplementary, locally written goal statements. These are numbered from 91 through 110 in the Inventory. Again, the format is the same as others.

29-32. Local Option Questions. Results for the supplementary, locally written questions regarding the choice of program offerings for both graduate and undergraduate levels are presented.

Description of the IGI Results

Respondents.

Data in Table 1 specify the subgroups and the numbers as well as percentages of respondents in each category.

Table 1

RESPONDENTS

Subgroup	Number	Percent
Total	232	100
Faculty Members	96	42
Undergraduate Students	58	25
Graduate Students	28	12
Administrators	19	8
Community Representatives	31	13

Goal Area Data for the Total Group.

On page 20 are means for the "IS" and "SHOULD BE" ratings and "DISCREPANCY" scores respectively, based on the total group of respondents. A given goal area mean is simply the average of the means for the four goal statements comprising that goal area. A mean may range from 1.0 (lowest) through 5.0 (highest). There is some probable sample bias for the scores of the total group, because all data for the total group are based on the total respondents.

Goal Area means, as presented in this report, are the basic summary results from the IGI administration. Any given goal area mean can be interpreted within the context of the IGI response format ("Of Low Importance," "Of Medium Importance," etc.) The higher the "IS" goal area mean, the greater the importance the goal is seen as presently having on the campus as compared to the other goals. The higher the "SHOULD BE" mean, the more importance that goal should be regarded in the minds of the respondent group. For example, one may say on the basis of a faculty "SHOULD BE" mean of 2.85 for the research goal area, that "faculty at Frostburg State College generally believe that research should be of medium importance as an institutional goal." Within the meaning of each goal area, the 20 general goals are meaningfully ranked in terms of judged importance on the basis of goal area mean scores.

One would generally expect smaller mean difference among five constituent groups for the "IS" than for "SHOULD BE" ratings, since the former are perceptions of the present reality while the latter are in the nature of personal opinions about the way things should be.

Goal Area Discrepancies.

Table 2 of the report provides a listing of the 20 goal areas according to the size of the discrepancy scores between the mean "SHOULD BE" score and the

mean "IS" score. The goal area leading the list is the one having the largest "SHOULD BE" - "IS" discrepancy, or possibly a reverse gap, indicating that, in the view of the respondent group, the goal area is of lesser importance than it currently is. Generally speaking, this listing provides a basis for establishing possible priorities for institutional change; the areas at the top of the listing are ones that the respondent group believes should receive greater emphasis than they are presently receiving.

In interpreting the results on page 20, one must keep in mind the nature of the group of respondents on which these data are based. This group has been referred to as the "total aggregate" (or merely "TOTAL," as shown on the pages of this report); in fact, it is the total batch of completed IGI booklets forwarded to ETS for scoring. The "TOTAL" group, in general, represents a meaningful sample or population.

In general, the magnitude of the gap is an index of the degree of satisfaction with the college's status quo in the view of the constituent group in question; a relatively large discrepancy implies discontent and/or a sense of aspiration toward further accomplishments; relatively small discrepancies suggest satisfaction, or perhaps the satiation level of aspiration, or complacency.

Goal Area Results: Total and Subgroups.

Goal area data, given on top parts of tables 3 through 21, will ordinarily be the most directly useful portion of the total IGI results. For all goal areas, both "IS" and "SHOULD BE" means and "DISCREPANCY" scores are given, first for the TOTAL and then for the five subgroups. Each goal area comprises one page, in which four goal statements are presented in the same manner as the goal area. Goal areas are in the order given in the Table of Contents of this report.

Goal Statement Data.

Below the goal area on page 21 of this report through page 40 are data for

each of the 90 individual goal statements, four of which comprise one goal area. The items are grouped, four per page, by goal area. The way of interpreting these items is the same as the goal area. Tables 23 and 24 have the results for the ten miscellaneous goal statements contained in the IGI, but not included in any of the 20 goal areas.

In order to facilitate comprehension of the data on these pages, each goal statement is shown as it appears in the IGI booklet. For each goal area and goal statement, the titles of subgroups are repeated, especially for visual comparisons. Figures in the center of each goal area and goal statement are prepared in order to easily visualize the comparisons among subgroups.

Goal Statement Discrepancies.

In the extreme right hand column are item discrepancies between the "SHOULD BE" mean and "IS" mean for the item. A plus (+) sign indicates that the "SHOULD BE" mean is greater than the "IS" mean, and a minus (-) sign shows that the "SHOULD BE" mean is smaller than the "IS" mean.

As an additional interpretative aid, the ten goal statements (from the total of 90) having the highest "SHOULD BE" means are indicated with an asterisk (*) to the right of the discrepancy figure. The ten goal statements with the largest "SHOULD BE" - "IS" discrepancies are indicated with a number sign (#). These indicators are given for the total groups only. The purpose is to enable readers to quickly pick out the goals that people who participated in this survey believe should have particular importance, as well as those for which the discrepancy between perceived reality and aspired level is the greatest. The goal statements with both symbols would presumably have critical significance for campus policy; they pinpoint the goals that people not only believe should be of top priority, but also those for which the college, in the minds of respondents, have the furthest to go to accomplish. These goals may

require the most significant policy changes and, perhaps allocation of resources.

Local Option Goal Statements.

Tables 25 through 28 are the results for the 20 supplementary goal statements prepared by the writers. All of the calculations are identical with those for the preceding 90 items in this report.

Generally, the most unambiguous way of interpreting the results of these locally prepared goal statements will be to compare the mean with the means for the IGI items. For example, if there are locally prepared goal statements with "SHOULD BE" means and "SHOULD BE" - "IS" discrepancies similar in magnitude to starred (*, #) items on the previous pages, then these goals should be considered as of similarly critical importance to the college. These items might represent a special personal bias, however.

Final Words.

It should be stressed that the information derived from this IGI report should ordinarily not be taken as, in some cases, the final indications of the college's goals and priorities. Instead, information and data contained in this IGI report should be regarded as one important input into face-to-face deliberations, at any and all levels about the college goals, policy, and philosophy. In that the IGI data afford an opportunity for many people associated with the college to expose their views about the college policies, the results are a kind of basic data that, given the institutional spirit of the time, the college administration should not overlook.

Clear conceptions of institutional goals should have many uses in the effective operation of the college. Goal formulations in a college will be informed by the IGI results largely to the extent that the data are for discussions and deliberations in ways that are intelligible, suggestive, and meaningful. It is needless to emphasize that the College's IGI report will

be of no use if this document goes no further than someone's shelf or file cabinet for collecting dust.

CHAPTER III

THE RESULTS OF THE INSTITUTIONAL GOALS INVENTORY

Table 2

GOAL AREA SUMMARIES OF TOTAL GROUP
RANK ORDERED BY IS, SHOULD BE, AND DISCREPANCIES MEANS

IS			SHOULD BE			DISCREPANCIES (+) or (-)		
Rank Order	Goal Area	Mean*	Rank Order	Goal Area	Mean*	Rank Order	Goal Area	Mean*
1	Freedom	3.22	1	Intellectual Orientation	4.22	1	Intellectual Orientation	+1.46
2	Academic Development	3.16	2	Community	4.18	2	Individual/Personal Development	+1.39
3	Democratic Governance	2.95	3	Individual/Personal Development	4.05	3	Intellectual/Aesthetic Environment	+1.31
4	Community	2.94	4	Intellectual/Aesthetic Environment	4.04	4	Community	+1.24
5	Accountability/ Efficiency	2.88	5	Academic Development	3.91	5	Innovation	+1.20
6	Intellectual Orientation	2.76	6	Democratic Governance	3.79	6	Humanism/Altruism	+1.19
7	Intellectual/Aesthetic Environment	2.73	7	Innovation	3.79	7	Vocational Preparation	+1.19
8	Individual/Personal Development	2.66	8	Humanism/Altruism	3.65	8	Public Service	+1.07
9	Innovation	2.59	9	Freedom	3.65	9	Meeting Local Needs	+1.05
10	Cultural/Aesthetic Awareness	2.57	10	Accountability/ Efficiency	3.58	10	Off-campus Learning	+1.02
11	Meeting Local Needs	2.48	11	Vocational Preparation	3.55	11	Advanced Training	+ .96
12	Humanism/Altruism	2.46	12	Meeting Local Needs	3.53	12	Social Criticism/ Activism	+ .96
13	Social Egalitarianism	2.40	13	Cultural/Aesthetic Awareness	3.35	13	Research	+ .93
14	Vocational Preparation	2.36	14	Public Service	3.34	14	Democratic Governance	+ .84
15	Public Service	2.27	15	Social Criticism/ Activism	3.19	15	Cultural/Aesthetic Awareness	+ .78
16	Social Criticism/ Activism	2.23	16	Advanced Training	3.13	16	Academic Development	+ .75
17	Advanced Training	2.17	17	Social Egalitarianism	3.10	17	Social Egalitarianism	+ .70
18	Research	2.00	18	Off-campus Learning	3.02	18	Accountability/ Efficiency	+ .70
19	Off-campus Learning	2.00	19	Research	2.93	19	Traditional Religiousness	+ .45
20	Traditional Religiousness	1.46	20	Traditional Religiousness	1.91	20	Freedom	+ .43

*Items with the choice of checking one of five categories covering "Extremely high importance," "High importance," "Medium importance," "Low importance," and "No importance or not applicable" were given 5, 4, 3, 2 and 1 point, respectively.

Table 3

ACADEMIC DEVELOPMENT

Goal Area or Statement	Group	Importance (IS= ● ; SHOULD BE= ▶) No or N/A 1.0 — Low 2.0 — Medium 3.0 — High 4.0 — Ext. High 5.0	Mean IS	Mean SHOULD BE	Mean Discrep (+) or (-)
Academic Development Goal Statements 1,4,6,9	Total		3.16	3.91	+ .75
	Faculty		3.08	4.05	+ .97
	Undergrad Students		3.28	3.85	+ .57
	Graduate Students		3.26	3.68	+ .42
	Administrators		3.05	3.97	+ .92
	Community Represent		3.19	3.72	+ .53
1. To help students acquire depth of knowledge in at least one academic discipline.	Total		3.64	4.11	+ .47*
	Faculty		3.61	4.15	+ .54
	Undergrad Students		3.69	4.18	+ .49
	Graduate Students		3.63	4.04	+ .41
	Administrators		3.58	4.00	+ .42
	Community Represent		3.66	4.00	+ .34
4. To ensure that students acquire a basic knowledge in humanities and the social and natural sciences.	Total		3.31	3.87	+ .56
	Faculty		3.29	4.06	+ .77
	Undergrad Students		3.39	3.70	+ .31
	Graduate Students		3.33	3.44	+ .11
	Administrators		3.16	4.00	+ .84
	Community Represent		3.27	3.84	+ .57
6. To prepare students for advanced academic work at four-year colleges, graduate/professional schools.	Total		2.90	3.63	+ .73
	Faculty		2.80	3.68	+ .88
	Undergrad Students		3.03	3.72	+ .69
	Graduate Students		3.08	3.38	+ .30
	Administrators		2.84	3.84	+1.00
	Community Represent		2.87	3.39	+ .52
9. To hold students to high standards of intellectual performance.	Total		2.80	4.02	+1.22
	Faculty		2.60	4.31	+1.71
	Undergrad Students		3.02	3.81	+ .79
	Graduate Students		3.00	3.85	+ .85
	Administrators		2.63	4.05	+1.42
	Community Represent		2.97	3.65	+ .68

Table 4

INTELLECTUAL ORIENTATION

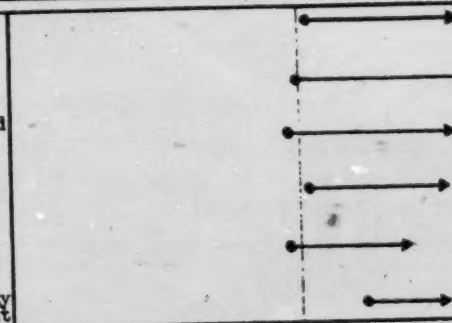
Goal Area or Statement	Group	Importance (IS= ●; SHOULD BE= ▶) No or N/A 1.0 · Low 2.0 · Medium 3.0 · High 4.0 · Ext. High 5.0	Mean IS	Mean SHOULD BE	Mean Discrep. (+)or(-)
Intellectual Orientation Goal Statements 2,5,7,10	Total		2.76	4.22	+1.46
	Faculty		2.67	4.39	+1.72
	Undergrad Students		2.70	4.14	+1.44
	Graduate Students		2.89	4.14	+1.25
	Administrators		2.67	4.04	+1.37
	Community Represent		3.09	4.00	+ .91
2. To train students in methods of scholarly inquiry, scientific research, and problem solving.	Total		3.01	4.24	+1.23*
	Faculty		2.95	4.40	+1.45
	Undergrad Students		2.89	4.19	+1.30
	Graduate Students		3.04	4.15	+1.11
	Administrators		2.89	3.84	+ .95
	Community Represent		3.47	4.13	+ .66
5. To increase the desire and ability of students to undertake self-directed learning.	Total		2.65	4.30	+1.65*#
	Faculty		2.50	4.36	+1.86
	Undergrad Students		2.70	4.31	+1.61
	Graduate Students		2.81	4.41	+1.60
	Administrators		2.42	4.21	+1.79
	Community Represent		3.03	4.03	+1.00
7. To develop students' ability to synthesize knowledge from a variety of sources.	Total		2.86	4.17	+1.31*
	Faculty		2.78	4.43	+1.65
	Undergrad Students		2.81	4.09	+1.28
	Graduate Students		3.00	3.93	+ .93
	Administrators		2.89	4.11	+1.22
	Community Represent		3.03	3.77	+ .74
10. To instill in students a life-long commitment to learning.	Total		2.53	4.17	+1.64*#
	Faculty		2.47	4.39	+1.92
	Undergrad Students		2.80	4.38	+1.58
	Graduate Students		2.70	4.07	+1.37
	Administrators		2.47	4.00	+1.53
	Community Represent		2.83	4.06	+1.23

Table 5

INDIVIDUAL PERSONAL DEVELOPMENT

Goal Area or Statement	Group	Importance (IS=●; SHOULD BE=▶) No or N/A 1.0 — Low 2.0 — Medium 3.0 — High 4.0 — Ext.High 5.0	Mean IS	Mean SHOULD BE	Discrep. (+)or(-)
Individual Personal Development Goal Statements 3,8,11,13	Total		2.66	4.05	+1.39
	Faculty		2.75	4.04	+1.29
	Undergrad Students		2.43	4.15	+1.72
	Graduate Students		2.51	3.89	+1.38
	Administrators		2.47	4.25	+1.78
	Community Represent		3.05	3.89	+ .84
3. To help students identify their own personal goals and develop means of achieving them.	Total		2.87	4.26	+1.39*#
	Faculty		3.03	4.20	+1.17
	Undergrad Students		2.65	4.34	+1.69
	Graduate Students		2.70	4.30	+1.60
	Administrators		2.47	4.47	+2.00
	Community Represent		3.17	4.13	+ .96
8. To help students develop a sense of self-worth, self-confidence and a capacity for impact on events.	Total		2.62	4.07	+1.45#
	Faculty		2.71	4.03	+1.32
	Undergrad Students		2.32	4.12	+1.80
	Graduate Students		2.59	4.07	+1.48
	Administrators		2.47	4.37	+1.90
	Community Represent		3.07	3.93	+ .86
11. To help students achieve deeper levels of self-understanding.	Total		2.59	4.01	+1.42#
	Faculty		2.67	4.11	+1.44
	Undergrad Students		2.46	4.18	+1.72
	Graduate Students		2.31	3.63	+1.32
	Administrators		2.42	4.11	+1.69
	Community Represent		2.97	3.65	+ .68
13. To help students be open, honest and trusting in their relationships with others.	Total		2.54	3.84	+1.30
	Faculty		2.57	3.80	+1.23
	Undergrad Students		2.30	3.97	+1.67
	Graduate Students		2.44	3.56	+1.12
	Administrators		2.53	4.05	+1.52
	Community Represent		3.00	3.87	+ .87

Table 6

HUMANISM/ALTRUISM

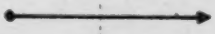
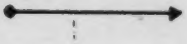
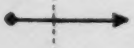
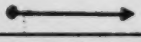
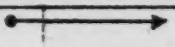
Goal Area or Statement	Group	Importance (IS=●; SHOULD BE=▶) No or N/A 1.0 · Low 2.0 · Medium 3.0 · High 4.0 · Ext. High 5.0	Mean IS	Mean SHOULD BE	Mean Discrep (+) or (-)
Humanism/Altruism	Total		2.46	3.65	+1.19
Goal Statements 14,17,20,23	Faculty		2.50	3.65	+1.15
	Undergrad Students		2.28	3.85	+1.57
	Graduate Students		2.41	3.58	+1.17
	Administrators		2.41	3.39	+ .98
	Community Represent		2.77	3.49	+ .72
14. To encourage students to become conscious of the important moral issues of our time.	Total		2.67	3.89	+1.22
	Faculty		2.71	4.03	+1.32
	Undergrad Students		2.47	3.81	+1.34
	Graduate Students		2.70	3.85	+1.15
	Administrators		2.63	3.56	+ .93
	Community Represent		2.87	3.84	+ .97
17. To help students understand and respect people from diverse backgrounds and cultures.	Total		2.71	3.94	+1.23
	Faculty		2.75	3.99	+1.24
	Undergrad Students		2.56	4.02	+1.46
	Graduate Students		2.65	3.88	+1.23
	Administrators		2.58	3.79	+1.21
	Community Represent		2.97	3.81	+ .84
20. To encourage students to become committed to working for world peace.	Total		2.10	3.19	+1.09
	Faculty		2.04	3.09	+1.05
	Undergrad Students		1.98	3.60	+1.62
	Graduate Students		1.92	3.08	+1.16
	Administrators		2.16	3.00	+ .84
	Community Represent		2.63	2.97	+ .34
23. To encourage students to make concern for the welfare of mankind a central part of their lives.	Total		2.38	3.58	+1.20
	Faculty		2.49	3.51	+1.02
	Undergrad Students		2.11	3.98	+1.87
	Graduate Students		2.35	3.50	+1.15
	Administrators		2.26	3.21	+ .95
	Community Represent		2.63	3.35	+ .72

Table 7

CULTURAL/AESTHETIC AWARENESS

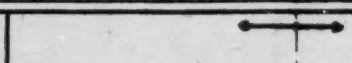
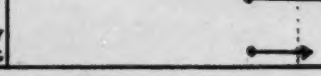
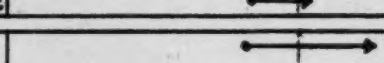
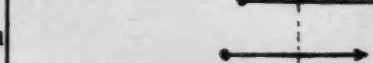
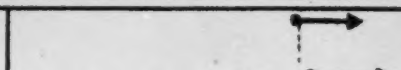
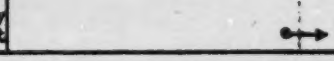
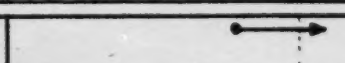
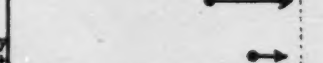
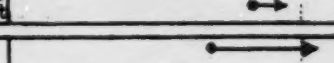
Goal Area or Statement	Group	Importance (IS=●; SHOULD BE=▶) No or N/A 1.0 · Low 2.0 · Medium 3.0 · High 4.0 · Ext.High 5.0	Mean IS	Mean SHOULD BE	Discrep. (+)or(-)
Cultural/Aesthetic Awareness	Total		2.57	3.35	+ .78
Goal Statements 15,18,21,24	Faculty		2.57	3.50	+ .93
	Undergrad Students		2.51	3.35	+ .84
	Graduate Students		2.62	3.14	+ .52
	Administrators		2.58	3.35	+ .77
	Community Represent		2.61	3.10	+ .49
15. To increase students sensitivity to and appreciation of various forms of artistic expression.	Total		2.57	3.59	+1.02
	Faculty		2.52	3.84	+1.32
	Undergrad Students		2.40	3.53	+1.13
	Graduate Students		2.88	3.27	+ .39
	Administrators		2.63	3.47	+ .84
	Community Represent		2.70	3.35	+ .65
18. To require students to complete some course work in the humanities or arts.	Total		2.94	3.49	+ .55
	Faculty		3.05	3.72	+ .67
	Undergrad Students		2.77	3.20	+ .43
	Graduate Students		2.92	3.35	+ .43
	Administrators		3.00	3.84	+ .84
	Community Represent		2.86	3.23	+ .37
21. To encourage students' artistic expression, e.g., in music, painting, film making.	Total		2.49	3.19	+ .70
	Faculty		2.52	3.28	+ .76
	Undergrad Students		2.57	3.42	+ .85
	Graduate Students		2.23	2.92	+ .69
	Administrators		2.28	2.94	+ .66
	Community Represent		2.60	2.90	+ .30
24. To acquaint students with artistic and literary expression in non-western countries.	Total		2.28	3.14	+ .86
	Faculty		2.20	3.18	+ .98
	Undergrad Students		2.28	3.25	+ .97
	Graduate Students		2.42	3.04	+ .62
	Administrators		2.42	3.16	+ .74
	Community Represent		2.30	2.94	+ .64

Table 8

TRADITIONAL RELIGIOUSNESS

Goal Area or Statement	Group	Importance (IS=●; SHOULD BE=▶) No or N/A 1.0 — Low 2.0 — Medium 3.0 — High 4.0 — Ext. High 5.0	Mean IS	Mean SHOULD BE	Mean Discrep. (+) or (-)
Traditional Religiousness	Total		1.46	1.91	+ .45
Goal Statements 16,19,22,25	Faculty		1.40	1.64	+ .24
	Undergrad Students		1.52	2.29	+ .77
	Graduate Students		1.54	2.13	+ .59
	Administrators		1.33	1.63	+ .30
	Community Represent		1.56	2.01	+ .45
16. To educate students in a particular religious heritage.	Total		1.46	1.80	+ .34
	Faculty		1.44	1.64	+ .20
	Undergrad Students		1.53	2.09	+ .56
	Graduate Students		1.52	1.92	+ .40
	Administrators		1.22	1.42	+ .20
	Community Represent		1.50	1.90	+ .40
19. To help students become aware of the potentialities of a full-time religious vocation.	Total		1.38	1.75	+ .37
	Faculty		1.31	1.47	+ .16
	Undergrad Students		1.46	2.13	+ .67
	Graduate Students		1.35	1.92	+ .57
	Administrators		1.32	1.47	+ .15
	Community Represent		1.50	1.90	+ .40
22. To develop students' ability to understand and defend a theological position.	Total		1.55	2.00	+ .45
	Faculty		1.46	1.70	+ .24
	Undergrad Students		1.62	2.52	+ .90
	Graduate Students		1.76	2.46	+ .70
	Administrators		1.37	1.58	+ .21
	Community Represent		1.63	1.84	+ .21
25. To help students develop a dedication to serving God in every day life.	Total		1.47	2.09	+ .62
	Faculty		1.41	1.76	+ .35
	Undergrad Students		1.47	2.42	+ .95
	Graduate Students		1.54	2.23	+ .69
	Administrators		1.42	2.05	+ .63
	Community Represent		1.60	2.39	+ .79

Table 9

VOCATIONAL PREPARATION

Goal Area or Statement	Group	Importance (IS=●; SHOULD BE=▶) No or N/A 1.0 · Low 2.0 · Medium 3.0 · High 4.0 · Ext.High 5.0	Mean IS	Mean SHOULD BE	Mean Discrep (+)or(-)
Vocational Preparation Goal Statements 26,30,36, 38	Total		2.36	3.55	+1.19
	Faculty		2.36	3.22	+ .86
	Undergrad Students		2.20	3.79	+1.59
	Graduate Students		2.42	3.77	+1.35
	Administrators		2.17	3.87	+1.70
	Community Represent		2.71	3.75	+1.04
26. To provide students an opportunity for training in specific careers-accounting, nursing, etc.	Total		2.76	3.76	+1.00
	Faculty		2.86	3.37	+ .51
	Undergrad Students		2.49	3.93	+1.44
	Graduate Students		2.93	4.00	+1.07
	Administrators		2.53	4.37	+1.84
	Community Represent		2.97	4.00	+1.03
30. To develop educational programs geared to new and emerging career fields.	Total		2.33	3.84	+1.51#
	Faculty		2.23	3.53	+1.30
	Undergrad Students		2.26	4.12	+1.86
	Graduate Students		2.56	4.07	+1.51
	Administrators		2.11	4.21	+2.10
	Community Represent		2.73	3.84	+1.11
36. To provide retraining opportunities for individuals whose job skills are out of date.	Total		1.79	3.01	+1.22
	Faculty		1.73	2.60	+ .87
	Undergrad Students		1.64	3.36	+1.72
	Graduate Students		1.77	3.35	+1.58
	Administrators		1.74	2.89	+1.15
	Community Represent		2.31	3.43	+1.12
38. To assist students in deciding upon a vocational career.	Total		2.54	3.60	+1.06
	Faculty		2.61	3.37	+ .76
	Undergrad Students		2.41	3.75	+1.34
	Graduate Students		2.42	3.65	+1.23
	Administrators		2.32	4.00	+1.68
	Community Represent		2.83	3.74	+ .91

Table 10

ADVANCED TRAINING

Goal Area or Statement	Group	Importance (IS=●; SHOULD BE=▶) No or N/A 1.0 · Low 2.0 · Medium 3.0 · High 4.0 · Ext. High 5.0	Mean IS	Mean SHOULD BE	Discrep (+) or (-)
Advanced Training Goal Statements 27, 31, 32, 41	Total		2.17	3.13	+ .96
	Faculty		2.10	2.88	+ .78
	Undergrad Students		2.16	3.47	+1.31
	Graduate Students		2.47	3.66	+1.19
	Administrators		2.03	2.73	+ .70
	Community Represent		2.27	3.06	+ .79
27. To develop what would generally be regarded as a strong and comprehensive graduate school.	Total		2.36	3.21	+ .85
	Faculty		2.12	2.84	+ .72
	Undergrad Students		2.37	3.61	+1.24
	Graduate Students		3.07	4.11	+1.04
	Administrators		2.26	2.47	+ .21
	Community Represent		2.50	3.29	+ .79
31. To provide training in one or more of the traditional professions such as law and medicine.	Total		2.07	2.99	+ .92
	Faculty		2.12	2.82	+ .70
	Undergrad Students		1.91	3.32	+1.41
	Graduate Students		2.31	3.15	+ .84
	Administrators		1.89	2.68	+ .79
	Community Represent		2.13	2.97	+ .84
32. To offer graduate programs in such "newer" professions as engineering, education, social work.	Total		2.34	3.39	+1.05
	Faculty		2.37	3.06	+ .69
	Undergrad Students		2.40	3.72	+1.32
	Graduate Students		2.35	4.00	+1.65
	Administrators		2.16	3.21	+1.05
	Community Represent		2.27	3.32	+1.05
41. To conduct advanced study in specialized problem areas through research centers/ graduate programs	Total		1.93	2.93	+1.00
	Faculty		1.80	2.78	+ .98
	Undergrad Students		1.95	3.22	+1.27
	Graduate Students		2.15	3.36	+1.21
	Administrators		1.79	2.56	+ .77
	Community Represent		2.17	2.68	+ .51

Table 11

RESEARCH

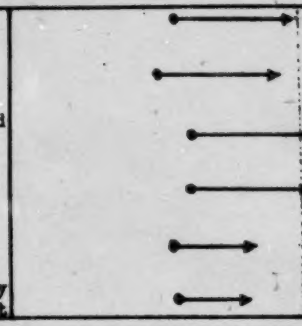
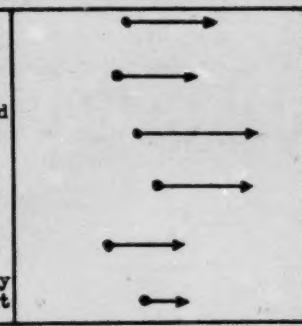
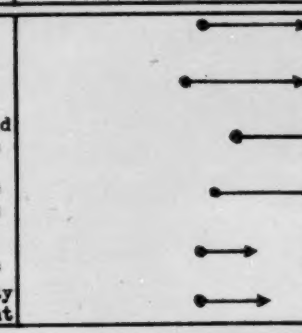
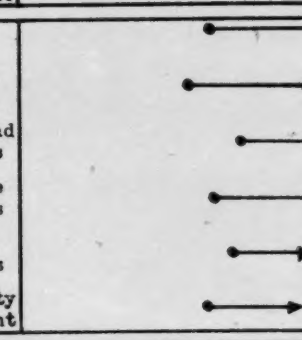
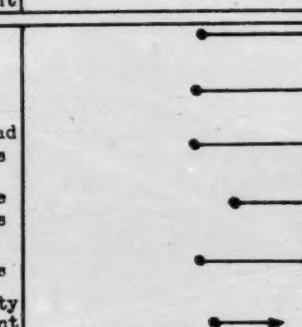
Goal Area or Statement	Group	Importance (IS=●; SHOULD BE=▶) No or N/A 1.0 · Low 2.0 · Medium 3.0 · High 4.0 · Ext.High 5.0	Mean IS	Mean SHOULD BE	Mean Discrep (+)or(-)
Research Goal Statements 28, 34, 35, 37	Total		2.00	2.93	+ .93
	Faculty		1.88	2.85	+ .97
	Undergrad Students		2.12	3.26	+1.14
	Graduate Students		2.13	3.06	+ .93
	Administrators		1.98	2.64	+ .66
	Community Represent		2.02	2.60	+ .58
28. To perform contract research for government, business, or industry.	Total		1.60	2.31	+ .71
	Faculty		1.51	2.17	+ .66
	Undergrad Students		1.67	2.63	+ .96
	Graduate Students		1.81	2.58	+ .77
	Administrators		1.42	2.05	+ .63
	Community Represent		1.70	2.06	+ .36
34. To conduct basic research in the natural sciences.	Total		2.14	3.00	+ .86
	Faculty		2.00	2.99	+ .99
	Undergrad Students		2.38	3.32	+ .94
	Graduate Students		2.23	3.04	+ .81
	Administrators		2.11	2.58	+ .47
	Community Represent		2.10	2.68	+ .58
35. To conduct basic research in the social sciences.	Total		2.17	3.15	+ .98
	Faculty		1.99	3.02	+1.03
	Undergrad Students		2.41	3.43	+1.02
	Graduate Students		2.19	3.38	+1.19
	Administrators		2.33	2.95	+ .62
	Community Represent		2.13	2.90	+ .77
37. To contribute, through research, to the general advancement of knowledge.	Total		2.08	3.25	+1.17
	Faculty		2.03	3.23	+1.20
	Undergrad Students		2.02	3.66	+1.64
	Graduate Students		2.31	3.23	+ .92
	Administrators		2.05	3.00	+ .95
	Community Represent		2.17	2.74	+ .57

Table 12

MEETING LOCAL NEEDS

Goal Area or Statement	Group	Importance (IS=●; SHOULD BE=▶) No or N/A 1.0 — Low 2.0 — Medium 3.0 — High 4.0 — Ext.High 5.0	Mean IS	Mean SHOULD BE	Mean Discrep (+) or (-)
Meeting Local Needs Goal Statements 29, 33, 39, 40	Total		2.48	3.53	+1.05
	Faculty		2.47	3.54	+1.07
	Undergrad Students		2.47	3.38	+ .91
	Graduate Students		2.52	3.77	+1.25
	Administrators		2.29	3.79	+1.50
	Community Represent		2.64	3.44	+ .80
29. To provide continuing educational opportunities for local area adults—on part-time basis.	Total		2.58	3.80	+1.22
	Faculty		2.34	3.76	+1.42
	Undergrad Students		2.81	3.72	+ .91
	Graduate Students		2.92	4.15	+1.23
	Administrators		2.42	3.89	+1.47
	Community Represent		2.70	3.71	+1.01
33. To serve as a cultural center in the community served by the campus.	Total		2.77	3.98	+1.21
	Faculty		2.73	4.17	+1.44
	Undergrad Students		2.89	3.75	+ .86
	Graduate Students		2.65	4.04	+1.39
	Administrators		2.42	4.11	+1.69
	Community Represent		3.00	3.68	+ .68
39. To provide trained manpower for local-area business, industry, and government.	Total		2.21	2.95	+ .74
	Faculty		2.35	2.87	+ .52
	Undergrad Students		1.89	2.65	+ .76
	Graduate Students		2.23	3.38	+1.15
	Administrators		2.16	3.21	+1.05
	Community Represent		2.37	3.19	+ .82
40. To facilitate involvement of students in neighborhood and community-service activities.	Total		2.36	3.40	+1.04
	Faculty		2.45	3.34	+ .89
	Undergrad Students		2.27	3.39	+1.12
	Graduate Students		2.27	3.50	+1.23
	Administrators		2.16	3.95	+1.79
	Community Represent		2.50	3.19	+ .69

Table 13

PUBLIC SERVICE

Goal Area or Statement	Group	Importance (IS=●; SHOULD BE=▶) No or N/A 1.0 — Low 2.0 — Medium 3.0 — High 4.0 — Ext.High 5.0	Mean IS	Mean SHOULD BE	Mean Discrep. (+) or (-)
Public Service Goal Statements 44, 47, 50, 51	Total		2.27	3.34	+1.07
	Faculty		2.30	3.27	+ .97
	Undergrad Students		2.16	3.55	+1.39
	Graduate Students		2.22	3.39	+1.17
	Administrators		2.16	3.43	+1.27
	Community Represent		2.48	3.10	+ .62
44. To help those in disadvantaged communities get knowledge useful in improving communities.	Total		2.22	3.41	+1.19
	Faculty		2.38	3.29	+ .91
	Undergrad Students		2.02	3.64	+1.62
	Graduate Students		1.85	3.59	+1.74
	Administrators		2.00	3.44	+1.44
	Community Represent		2.55	3.19	+ .64
47. To work with governmental agencies in designing new social and environmental programs.	Total		2.01	3.12	+1.11
	Faculty		2.03	3.12	+1.09
	Undergrad Students		1.86	3.40	+1.54
	Graduate Students		1.92	3.00	+1.08
	Administrators		2.28	3.22	+ .94
	Community Represent		2.17	2.59	+ .42
50. To focus resources of the institution on the solution of major social and environmental problems.	Total		2.24	3.14	+ .90
	Faculty		2.19	3.00	+ .81
	Undergrad Students		2.20	3.52	+1.32
	Graduate Students		2.48	3.42	+ .94
	Administrators		2.17	2.84	+ .67
	Community Represent		2.28	2.83	+ .55
51. To be responsive to regional and national priorities when considering new educational programs.	Total		2.61	3.71	+1.10
	Faculty		2.61	3.68	+1.07
	Undergrad Students		2.58	3.64	+1.06
	Graduate Students		2.64	3.54	+ .90
	Administrators		2.21	4.21	+2.00
	Community Represent		2.93	3.79	+ .86

Table 14

SOCIAL EGALITARIANISM

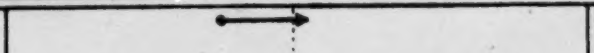
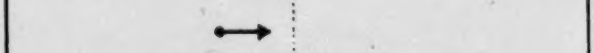
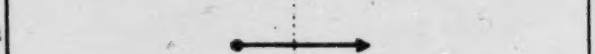
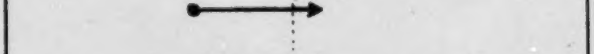
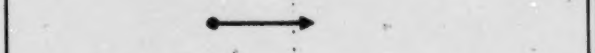
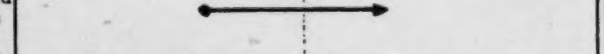
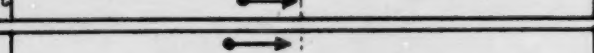
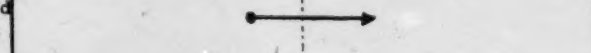
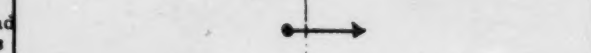
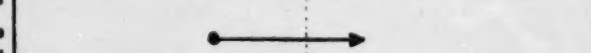
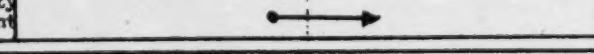
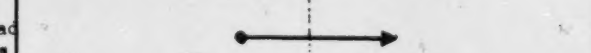
Goal Area or Statement	Group	Importance (IS=●; SHOULD BE=▶) No or N/A 1.0 · Low 2.0 · Medium 3.0 · High 4.0 · Ext.High 5.0	IS	SHOULD BE	Discrep. (+) or (-)
Social Egalitarianism Goal Statements 42, 45, 48, 52	Total		2.40	3.10	+ .70
	Faculty		2.40	2.82	+ .42
	Undergrad Students		2.51	3.57	+1.06
	Graduate Students		2.20	3.22	+1.02
	Administrators		2.33	3.14	+ .81
	Community Represent		2.42	2.92	+ .50
42. To provide educational experiences relevant to the evolving interests of women in America.	Total		2.14	3.07	+ .93
	Faculty		2.04	2.73	+ .69
	Undergrad Students		2.18	3.63	+1.45
	Graduate Students		2.04	3.32	+1.28
	Administrators		2.05	2.89	+ .84
	Community Represent		2.50	2.93	+ .43
45. To move to maintain open admissions and develop meaningful educational experiences for all admitted.	Total		2.40	2.90	+ .50
	Faculty		2.48	2.57	+ .09
	Undergrad Students		2.62	3.55	+ .93
	Graduate Students		2.23	3.00	+ .77
	Administrators		2.06	2.95	+ .89
	Community Represent		2.14	2.57	+ .43
48. To offer developmental/remedial programs in basic skills (reading, writing, mathematics).	Total		2.69	3.39	+ .70
	Faculty		2.73	3.30	+ .57
	Undergrad Students		2.81	3.43	+ .62
	Graduate Students		2.24	3.44	+1.20
	Administrators		2.78	3.42	+ .64
	Community Represent		2.67	3.53	+ .86
52. To provide educational experiences relevant to evolving interests of Blacks, Chicanos, American Indians.	Total		2.37	3.04	+ .67
	Faculty		2.35	2.71	+ .36
	Undergrad Students		2.44	3.67	+1.23
	Graduate Students		2.29	3.12	+ .83
	Administrators		2.42	3.32	+ .90
	Community Represent		2.36	2.66	+ .30

Table 15

SOCIAL CRITICISM/ACTIVISM

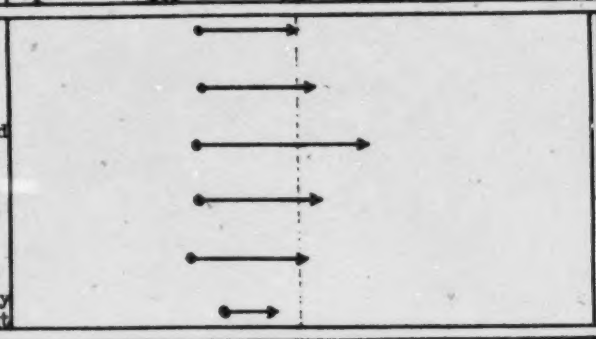
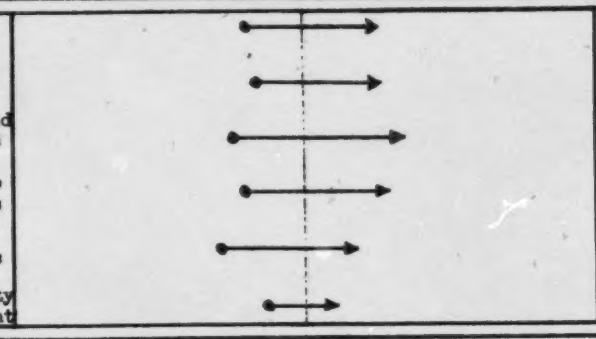
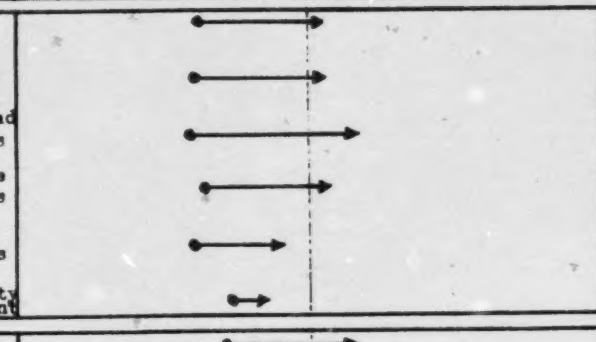
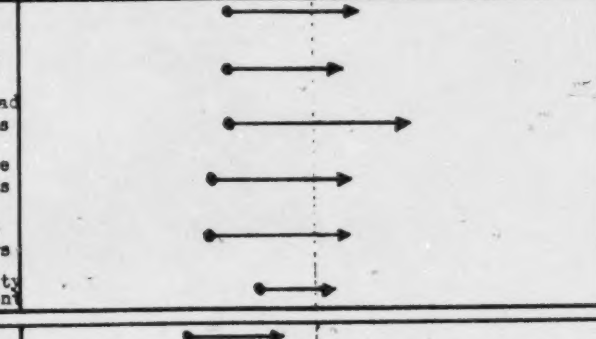
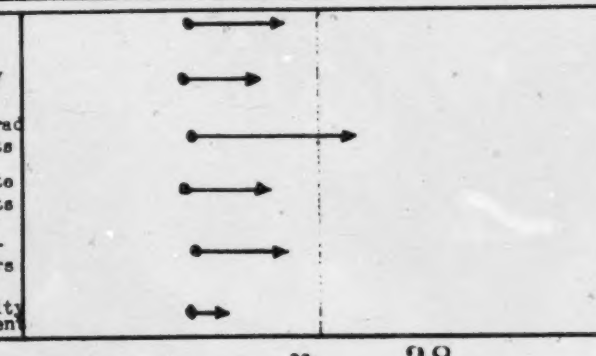
Goal Area or Statement	Group	Importance (IS=●; SHOULD BE=▶) No or N/A 1.0 · Low 2.0 · Medium 3.0 · High 4.0 · Ext.High 5.0	Mean IS	Mean SHOULD BE	Mean Discrep (+) or (-)
Social Criticism/Activism Goal Statements 43, 46, 49, 53	Total		2.23	3.19	+ .96
	Faculty		2.24	3.13	+ .89
	Undergrad Students		2.18	3.54	+1.36
	Graduate Students		2.19	3.17	+ .98
	Administrators		2.13	3.03	+ .90
	Community Represent		2.38	2.82	+ .44
43. To provide critical evaluation of prevailing practices and values in American society.	Total		2.52	3.58	+1.06
	Faculty		2.60	3.60	+1.00
	Undergrad Students		2.41	3.77	+1.36
	Graduate Students		2.50	3.65	+1.15
	Administrators		2.32	3.39	+1.07
	Community Represent		2.66	3.23	+ .57
46. To serve as source of ideas for changing social institutions judged unjust/defective	Total		2.11	3.11	+1.00
	Faculty		2.08	3.14	+1.06
	Undergrad Students		2.04	3.39	+1.35
	Graduate Students		2.17	3.17	+1.00
	Administrators		2.06	2.79	+ .73
	Community Represent		2.37	2.66	+ .29
49. To help students learn how to bring about change in American society.	Total		2.32	3.36	+1.04
	Faculty		2.32	3.23	+ .91
	Undergrad Students		2.31	3.74	+1.43
	Graduate Students		2.17	3.28	+1.11
	Administrators		2.17	3.26	+1.09
	Community Represent		2.53	3.14	+ .61
53. To be engaged, as an institution, in working for basic changes in American society.	Total		1.96	2.71	+ .75
	Faculty		1.94	2.55	+ .61
	Undergrad Students		1.98	3.26	+1.28
	Graduate Students		1.92	2.58	+ .66
	Administrators		2.00	2.68	+ .68
	Community Represent		1.97	2.27	+ .30

Table 16

FREEDOM

Goal Area or Statement	Group	Importance (IS=●; SHOULD BE=▶) No or N/A 1.0 / Low 2.0 / Medium 3.0 / High 4.0 / Ext.High 5.0	Mean IS	Mean SHOULD BE	Discrep (+)or(-)
Freedom Goal Statements 54, 57, 60, 63.	Total		3.22	3.65	+ .43
	Faculty		3.43	3.85	+ .42
	Undergrad Students		3.17	3.92	+ .75
	Graduate Students		2.97	3.36	+ .39
	Administrators		3.20	3.58	+ .38
	Community Represent		2.87	2.82	- .05
54. To ensure that students are not prevented from hearing speakers with controversial point of view.	Total		3.32	3.82	+ .50
	Faculty		3.45	3.95	+ .50
	Undergrad Students		3.36	4.04	+ .68
	Graduate Students		3.04	3.54	+ .50
	Administrators		3.32	4.00	+ .68
	Community Represent		3.10	3.19	+ .09
57. To ensure faculty/ students freedom to choose own lifestyle (living arr., personal appear.)	Total		3.12	3.48	+ .36
	Faculty		3.29	3.58	+ .29
	Undergrad Students		3.14	3.86	+ .72
	Graduate Students		3.04	3.41	+ .37
	Administrators		3.00	3.32	+ .32
	Community Represent		2.70	2.68	- .02
60. To place no restrictions on off-campus political activities by faculty or students.	Total		3.12	3.41	+ .29
	Faculty		3.35	3.70	+ .35
	Undergrad Students		3.14	3.77	+ .63
	Graduate Students		2.80	2.81	+ .01
	Administrators		3.16	3.32	+ .16
	Community Represent		2.57	2.40	- .17
63. To protect right of faculty to present unpopular or controversial ideas in the classroom.	Total		3.31	3.88	+ .57
	Faculty		3.62	4.18	+ .56
	Undergrad Students		3.05	4.00	+ .95
	Graduate Students		3.00	3.69	+ .69
	Administrators		3.32	3.68	+ .36
	Community Represent		3.13	3.00	- .13

Table 17

DEMOCRATIC GOVERNANCE

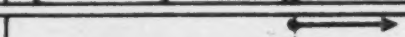
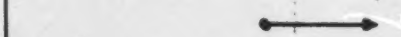
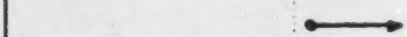
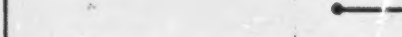
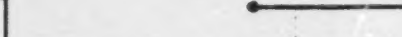
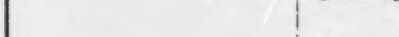
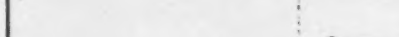
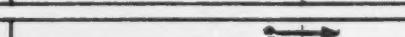
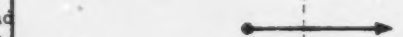
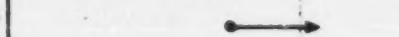
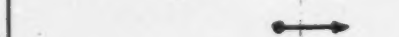
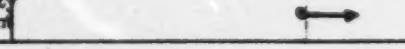
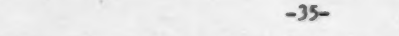
Goal Area or Statement	Group	Importance (IS=●; SHOULD BE=▶) No or N/A 1.0 · Low 2.0 · Medium 3.0 · High 4.0 · Ext.High 5.0	Mean IS	Mean SHOULD BE	Mean Discrep. (+)or(-)
Democratic Governance Goal Statements 55, 58, 61, 64	Total		2.95	3.79	+ .84
	Faculty		3.21	3.88	+ .67
	Undergrad Students		2.68	4.07	+1.39
	Graduate Students		2.73	3.63	+ .90
	Administrators		3.09	3.83	+ .74
	Community Represent		2.80	3.10	+ .30
55. To create a system of campus governance genuinely responsive to concerns of all on campus.	Total		3.02	3.96	+ .94
	Faculty		3.29	4.02	+ .73
	Undergrad Students		2.63	4.21	+1.58
	Graduate Students		2.64	3.73	+1.09
	Administrators		3.42	4.16	+ .74
	Community Represent		2.97	3.42	+ .45
58. To develop arrangements for student/faculty/adminis. to be significantly involved in campus government.	Total		3.14	3.86	+ .72
	Faculty		3.38	3.92	+ .54
	Undergrad Students		2.95	4.07	+1.12
	Graduate Students		3.00	3.70	+ .70
	Administrators		3.21	4.00	+ .79
	Community Represent		2.83	3.30	+ .47
61. To decentralize decision making on the campus to the greatest extent feasible.	Total		2.70	3.28	+ .58
	Faculty		2.96	3.37	+ .41
	Undergrad Students		2.52	3.69	+1.17
	Graduate Students		2.40	3.15	+ .75
	Administrators		2.79	3.37	+ .58
	Community Represent		2.45	2.27	- .18
64. To assure that everyone may participate/be represented in making decisions affecting them.	Total		2.96	4.06	+1.10
	Faculty		3.19	4.19	+1.00
	Undergrad Students		2.61	4.33	+1.72
	Graduate Students		2.88	3.92	+1.04
	Administrators		2.95	3.79	+ .84
	Community Represent		2.93	3.42	+ .49

Table 18

COMMUNITY

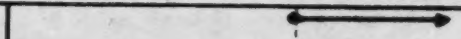
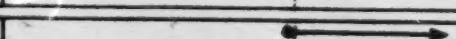
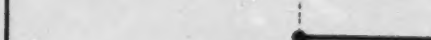
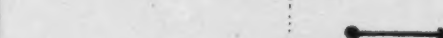
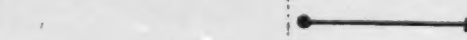
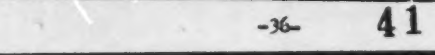
Goal Area or Statement	Group	Importance (IS=●; SHOULD BE=▶) No or N/A 1.0 · Low 2.0 · Medium 3.0 · High 4.0 · Ext.High 5.0	Means IS	SHOULD BE	Discrep (+)or(-)
Community Goal Statements 56, 59, 62, 65	Total		2.94	4.18	+1.24
	Faculty		3.10	4.32	+1.22
	Undergrad Students		2.73	4.15	+1.42
	Graduate Students		2.73	4.03	+1.30
	Administrators		2.88	4.18	+1.30
	Community Represent		3.03	3.92	+ .89
56. To maintain climate where faculty commitment to goals of institution is as strong as career commitment.	Total		2.75	4.08	+1.33
	Faculty		2.80	4.11	+1.31
	Undergrad Students		2.70	4.04	+1.34
	Graduate Students		2.67	3.92	+1.25
	Administrators		2.53	4.16	+1.63
	Community Represent		2.87	4.19	+1.32
59. To maintain climate of open/candid communication throughout the organizational structure.	Total		2.90	4.18	+1.28*
	Faculty		3.09	4.36	+1.27
	Undergrad Students		2.68	4.16	+1.48
	Graduate Students		2.52	3.96	+1.44
	Administrators		2.95	4.26	+1.31
	Community Represent		3.03	3.77	+ .74
62. To maintain a campus climate in which differences of opinion can be aired openly and amicably.	Total		3.16	4.13	+ .97*
	Faculty		3.43	4.28	+ .85
	Undergrad Students		2.89	4.22	+1.33
	Graduate Students		2.76	4.04	+1.28
	Administrators		3.26	4.05	+ .79
	Community Represent		3.10	3.61	+ .51
65. To maintain a climate of mutual trust and respect among students/faculty/administrators.	Total		2.93	4.32	+1.39*#
	Faculty		3.07	4.52	+1.45
	Undergrad Students		2.63	4.19	+1.56
	Graduate Students		2.96	4.19	+1.23
	Administrators		2.79	4.26	+1.47
	Community Represent		3.13	4.10	+ .97

Table 19

INTELLECTUAL/AESTHETIC ENVIRONMENT

Goal Area or Statement	Group	Importance (IS=●; SHOULD BE=▶) No or N/A 1.0 Low 2.0 Medium 3.0 High 4.0 Ext.High 5.0	Mean IS	Mean SHOULD BE	Discrep. (+)or(-)
Intellectual/aesthetic Environment Goal Statements 66, 69, 73, 76	Total		2.73	4.04	+1.31
	Faculty		2.76	4.20	+1.44
	Undergrad Students		2.66	3.95	+1.29
	Graduate Students		2.81	4.04	+1.23
	Administrators		2.55	3.99	+1.44
	Community Represent		2.86	3.73	+ .87
66. To create a climate in which students spend much free time in intellectual/ cultural activities.	Total		2.41	3.80	+1.39#
	Faculty		2.41	4.13	+1.72
	Undergrad Students		2.29	3.64	+1.35
	Graduate Students		2.48	3.46	+ .98
	Administrators		2.26	3.79	+1.53
	Community Represent		2.72	3.37	+ .65
69. To create a climate where students and faculty easily and informally discuss ideas and interests.	Total		2.80	4.07	+1.27
	Faculty		2.95	4.12	+1.17
	Undergrad Students		2.61	4.05	+1.44
	Graduate Students		2.92	4.23	+1.31
	Administrators		2.42	4.00	+1.58
	Community Represent		2.90	3.87	+ .97
73. To sponsor each year a rich program of cultural events, e.g. lectures, concerts, art exhibits.	Total		3.16	4.08	+ .92
	Faculty		3.09	4.22	+1.13
	Undergrad Students		3.23	4.02	+ .79
	Graduate Students		3.12	4.13	+1.01
	Administrators		3.28	4.06	+ .78
	Community Represent		3.23	3.77	+ .54
76. To create an institution known widely as intellectually exciting and stimulating place.	Total		2.55	4.19	+1.64*#
	Faculty		2.60	4.33	+1.73
	Undergrad Students		2.50	4.09	+1.59
	Graduate Students		2.72	4.36	+1.64
	Administrators		2.22	4.11	+1.89
	Community Represent		2.59	3.90	+1.31

Table 20

INNOVATION

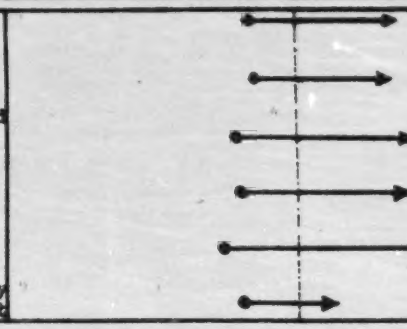
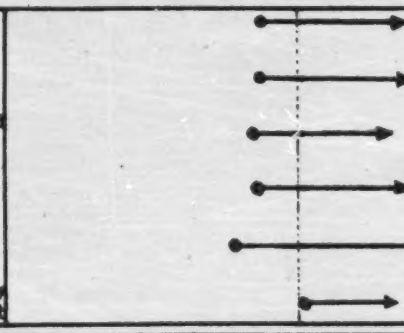
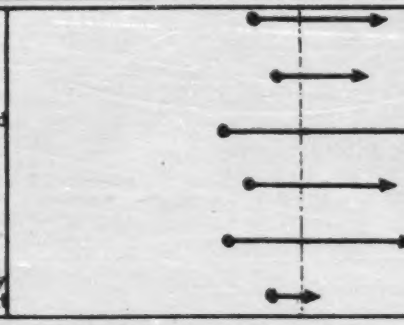
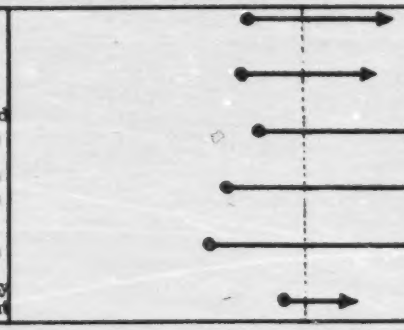
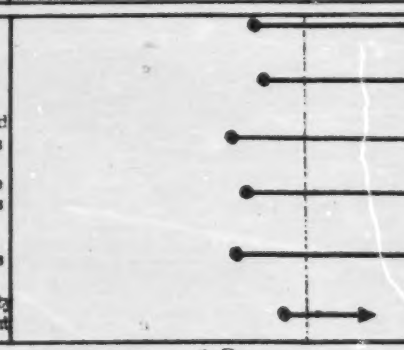
Goal Area or Statement	Group	Importance (IS=●; SHOULD BE=▶) No or N/A 1.0 · Low 2.0 · Medium 3.0 · High 4.0 · Ext.High 5.0	Mean IS	Mean SHOULD BE	Mean Discrep (+) or (-)
Innovation Goal Statements 67, 70, 74, 77	Total		2.59	3.79	+1.20
	Faculty		2.64	3.74	+1.10
	Undergrad Students		2.49	3.92	+1.43
	Graduate Students		2.51	3.88	+1.37
	Administrators		2.38	4.06	+1.68
	Community Represent		2.83	3.45	+ .62
67. To build campus climate where continuous educational innovation is accepted as institutional way of life.	Total		2.68	3.86	+1.18
	Faculty		2.67	3.90	+1.23
	Undergrad Students		2.62	3.73	+1.11
	Graduate Students		2.64	3.88	+1.24
	Administrators		2.47	4.21	+1.74
	Community Represent		3.00	3.76	+ .76
70. To experiment with different methods of evaluating and grading student performance.	Total		2.60	3.66	+1.06
	Faculty		2.77	3.51	+ .74
	Undergrad Students		2.36	4.09	+1.73
	Graduate Students		2.56	3.73	+1.17
	Administrators		2.39	3.89	+1.50
	Community Represent		2.73	3.13	+ .40
74. To experiment with new ways of individualized instruction such as tutorials, flexible scheduling, etc.	Total		2.52	3.70	+1.18
	Faculty		2.48	3.56	+1.08
	Undergrad Students		2.61	3.91	+1.30
	Graduate Students		2.35	3.96	+1.61
	Administrators		2.22	3.94	+1.72
	Community Represent		2.80	3.40	+ .60
77. To create procedures so that curricular and instructional innovations may be readily initiated.	Total		2.56	3.93	+1.37
	Faculty		2.63	3.99	+1.36
	Undergrad Students		2.39	3.94	+1.55
	Graduate Students		2.50	3.96	+1.46
	Administrators		2.42	4.18	+1.76
	Community Represent		2.79	3.52	+ .73

Table 21

OFF-CAMPUS LEARNING

Goal Area or Statement	Group	Importance (IS=●; SHOULD BE=▶) No or N/A 1.0 — Low 2.0 — Medium 3.0 — High 4.0 — Ext. High 5.0	Mean IS	Mean SHOULD BE	Mean Discrep. (+) or (-)
Off-campus Learning Goal Statements 68, 72, 75, 78	Total		2.00	3.02	+1.02
	Faculty		2.01	2.70	+ .69
	Undergrad Students		1.93	3.58	+1.65
	Graduate Students		1.95	3.09	+1.14
	Administrators		2.06	3.17	+1.11
	Community Represent		2.15	2.76	+ .61
68. To encourage students to spend time off campus (study abroad, VISTA) for academic credit.	Total		2.31	3.56	+1.25
	Faculty		2.42	3.36	+ .94
	Undergrad Students		2.11	3.97	+1.86
	Graduate Students		2.23	3.69	+1.46
	Administrators		2.32	3.72	+1.40
	Community Represent		2.45	3.14	+ .69
72. To participate in network of colleges so students, by plan, may study on several campuses.	Total		2.15	3.29	+1.14
	Faculty		2.24	2.98	+ .74
	Undergrad Students		2.04	3.84	+1.80
	Graduate Students		2.00	3.54	+1.54
	Administrators		2.33	3.37	+1.04
	Community Represent		2.07	2.90	+ .83
75. To award the BA/AA degree for supervised study away from campus-extension correspondence.	Total		1.92	2.90	+ .98
	Faculty		1.76	2.37	+ .61
	Undergrad Students		1.98	3.60	+1.62
	Graduate Students		2.08	3.24	+1.16
	Administrators		1.84	2.94	+1.10
	Community Represent		2.17	2.87	+ .70
78. To award some BA/AA degrees solely on basis of performance on an acceptable examination.	Total		1.64	2.32	+ .68
	Faculty		1.60	2.08	+ .48
	Undergrad Students		1.58	2.93	+1.35
	Graduate Students		1.50	1.88	+ .38
	Administrators		1.74	2.63	+ .89
	Community Represent		1.90	2.13	+ .23

Table 22

ACCOUNTABILITY/EFFICIENCY

Goal Area or Statement	Group	Importance (IS=●; SHOULD BE=▶) No or N/A 1.0 · Low 2.0 · Medium 3.0 · High 4.0 · Ext.High 5.0	Mean IS	Mean SHOULD BE	Discrep (+)or(-)
Accountability/Efficiency Goal Statements 79, 81, 83, 87	Total		2.88	3.58	+ .70
	Faculty		3.02	3.50	+ .48
	Undergrad Students		2.67	3.60	+ .93
	Graduate Students		2.86	3.51	+ .65
	Administrators		2.71	3.82	+1.11
	Community Represent		2.96	3.68	+ .72
79. To apply cost criteria in deciding among alternative academic and non-academic programs.	Total		2.95	2.84	- .11
	Faculty		3.20	2.59	- .61
	Undergrad Students		2.68	3.05	+ .37
	Graduate Students		2.75	2.64	- .11
	Administrators		2.89	3.05	+ .16
	Community Represent		2.90	3.23	+ .33
81. To regularly provide evidence that the institution is actually achieving its stated goals.	Total		2.66	3.93	+1.27
	Faculty		2.73	4.04	+1.31
	Undergrad Students		2.47	3.75	+1.28
	Graduate Students		2.72	3.88	+1.16
	Administrators		2.32	4.16	+1.84
	Community Represent		2.97	3.84	+ .87
83. To be concerned about the efficiency with which college operations are conducted.	Total		2.80	4.03	+1.23
	Faculty		2.74	3.97	+1.23
	Undergrad Students		2.71	4.07	+1.36
	Graduate Students		3.04	3.96	+ .92
	Administrators		2.63	4.21	+1.58
	Community Represent		3.03	4.07	+1.04
87. To be accountable to funding sources for the effectiveness of college programs.	Total		3.11	3.51	+ .40
	Faculty		3.42	3.39	- .03
	Undergrad Students		2.82	3.52	+ .70
	Graduate Students		2.92	3.56	+ .64
	Administrators		3.00	3.84	+ .84
	Community Represent		2.93	3.60	+ .67

Table 23

MISCELLANEOUS GOALS

Goal Area or Statement	Group	Importance (IS=●, SHOULD BE=▶) No or N/A 1.0 — Low 2.0 — Medium 3.0 — High 4.0 — Ext.High 5.0	Mean IS	Mean SHOULD BE	Discrep (+)or(-)
12. To ensure that students who graduate achieve some level of reading/ writing/math competency.	Total		3.03	4.07	+1.04
	Faculty		2.86	4.22	+1.36
	Undergrad Students		3.19	3.88	+ .69
	Graduate Students		3.04	3.59	+ .55
	Administrators		3.11	4.26	+1.15
	Community Represent		3.23	4.23	+1.00
71. To work for/maintain a large degree of institutional autonomy in relation to governmental educational agencies.	Total		2.47	3.45	+ .98
	Faculty		2.49	3.75	+1.26
	Undergrad Students		2.29	3.38	+1.09
	Graduate Students		2.71	2.96	+ .25
	Administrators		2.17	3.61	+1.44
	Community Represent		2.73	3.03	+ .30
80. To maintain or work for a reputable standing for the institution within the academic world.	Total		3.23	4.01	+ .78
	Faculty		3.17	4.12	+ .95
	Undergrad Students		3.32	3.86	+ .54
	Graduate Students		3.35	4.15	+ .80
	Administrators		2.89	4.21	+1.32
	Community Represent		3.37	3.71	+ .34
82. To carry on a broad and vigorous program of extra-curricular activities and events for students.	Total		3.12	3.74	+ .62
	Faculty		3.23	3.67	+ .44
	Undergrad Students		2.98	4.05	+1.07
	Graduate Students		2.92	3.37	+ .45
	Administrators		3.11	3.74	+ .63
	Community Represent		3.23	3.65	+ .42
84. To be organized for short, medium, and long-range planning for the total institution.	Total		2.99	4.06	+1.07
	Faculty		2.93	4.04	+1.11
	Undergrad Students		3.09	4.05	+ .96
	Graduate Students		3.13	3.96	+ .83
	Administrators		2.39	4.21	+1.82
	Community Represent		3.23	4.10	+ .87

Table 24

MISCELLANEOUS GOALS
(Continued)

Goal Area or Statement	Group	Importance (IS=●; SHOULD BE=▶) No or N/A 1.0 — Low 2.0 — Medium 3.0 — High 4.0 — Ext. High 5.0	Mean IS	Mean SHOULD BE	Discrep (+) or (-)
85. To include local citizens in planning college programs that will affect the local community.	Total		2.50	3.50	+1.00
	Faculty		2.60	3.56	+ .96
	Undergrad Students		2.36	3.32	+ .96
	Graduate Students		2.31	3.26	+ .95
	Administrators		2.21	3.68	+1.47
	Community Represent		2.79	3.77	+ .98
86. To excel in intercollegiate athletic competition.	Total		2.97	2.66	- .31
	Faculty		2.99	2.49	- .50
	Undergrad Students		3.29	3.11	- .18
	Graduate Students		2.77	2.19	- .58
	Administrators		2.84	3.11	+ .27
	Community Represent		2.55	2.50	- .05
88. To create a climate in which systematic evaluation of programs is accepted as institution's way of life.	Total		2.76	3.69	+ .93
	Faculty		2.91	3.59	+ .68
	Undergrad Students		2.56	3.79	+1.23
	Graduate Students		2.69	3.56	+ .87
	Administrators		2.32	4.05	+1.73
	Community Represent		3.00	3.70	+ .70
89. To systematically interpret the nature, purpose, and work of the institution to citizens off campus.	Total		2.53	3.46	+ .93
	Faculty		2.59	3.50	+ .91
	Undergrad Students		2.44	3.21	+ .77
	Graduate Students		2.42	3.42	+1.00
	Administrators		2.22	3.83	+1.61
	Community Represent		2.79	3.60	+ .81
90. To achieve consensus among people on campus about the goals of the institution.	Total		2.52	3.57	+1.05
	Faculty		2.61	3.44	+ .83
	Undergrad Students		2.44	3.81	+1.37
	Graduate Students		2.42	3.41	+ .99
	Administrators		2.32	4.21	+1.89
	Community Represent		2.59	3.23	+ .64

Table 25

LOCAL OPTION QUESTION: GOAL STATEMENT
GRADUATE STUDIES

Goal Area or Statement	Group	Importance (IS=●; SHOULD BE=▶) No or N/A 1.0 Low 2.0 Medium 3.0 High 4.0 Ext. High 5.0	Mean IS	Mean SHOULD BE	Discrep. (+) or (-)
91. To have appreciable public funding for its graduate program.	Total		2.59	3.82	+1.23
	Faculty		2.48	3.82	+1.34
	Undergrad Students		2.50	3.88	+1.38
	Graduate Students		2.96	3.85	+ .89
	Administrators		2.47	3.68	+1.21
	Community Represent		2.86	3.79	+ .93
92. To offer Master of Education (M.Ed.) degree program in new specialities such as early childhood education and special education.	Total		2.53	3.83	+1.30
	Faculty		2.49	3.64	+1.15
	Undergrad Students		2.56	4.09	+1.53
	Graduate Students		2.70	4.07	+1.37
	Administrators		2.16	3.89	+1.73
	Community Represent		2.64	3.71	+1.07
93. To offer a greater diversity of master's degree programs (e.g. environmental studies, humanities, social sciences).	Total		2.27	3.83	+1.56
	Faculty		2.16	3.55	+1.39
	Undergrad Students		2.33	4.36	+2.03
	Graduate Students		2.41	4.21	+1.80
	Administrators		1.84	3.22	+1.38
	Community Represent		2.64	3.75	+1.11
94. To seek to minimize off-campus graduate program offerings.	Total		2.63	2.62	- .01
	Faculty		2.58	2.78	+ .20
	Undergrad Students		2.46	2.62	+ .16
	Graduate Students		2.69	2.46	- .23
	Administrators		2.94	2.74	- .20
	Community Represent		2.82	2.17	- .65
95. To devote a greater share of resources to graduate programs.	Total		2.43	3.13	+ .70
	Faculty		2.33	2.81	+ .48
	Undergrad Students		2.53	3.42	+ .89
	Graduate Students		2.65	4.00	+1.35
	Administrators		2.21	2.78	+ .57
	Community Represent		2.50	3.03	+ .53

Table 26

LOCAL OPTION QUESTION: GOAL STATEMENT
GRADUATE STUDIES

(Continued)

Goal Area or Statement	Group	Importance (IS=●; SHOULD BE=▶) No or N/A 1.0 — Low 2.0 — Medium 3.0 — High 4.0 — Ext. High 5.0	Mean IS	Mean SHOULD BE	Discrep (+) or (-)
96. To maintain graduate programs primarily in the areas of education and management.	Total		3.30	2.75	- .55
	Faculty		3.40	2.74	- .66
	Undergrad Students		3.25	2.60	- .65
	Graduate Students		3.35	3.16	- .19
	Administrators		3.32	2.63	- .69
	Community Represent		3.00	2.79	- .21
97. To accept the reputation of the graduate program as one of being of sufficient quality.	Total		2.91	3.22	+ .31
	Faculty		2.85	3.14	+ .29
	Undergrad Students		2.91	3.35	+ .44
	Graduate Students		2.96	3.61	+ .65
	Administrators		2.89	2.79	- .10
	Community Represent		3.04	3.11	+ .07
98. To permit students who do not hold a baccalaureate degree and who are not enrolled in a graduate degree program to take graduate course for credit.	Total		2.24	2.93	+ .69
	Faculty		2.22	2.65	+ .43
	Undergrad Students		2.42	3.69	+1.27
	Graduate Students		2.00	2.96	+ .96
	Administrators		2.39	2.68	+ .29
	Community Represent		2.15	2.55	+ .40
99. To seek to communicate the image of the college as one of a multi-purpose institution.	Total		2.78	3.88	+1.10
	Faculty		2.86	3.84	+ .98
	Undergrad Students		2.75	3.91	+1.16
	Graduate Students		2.81	4.04	+1.23
	Administrators		2.50	4.00	+1.50
	Community Represent		2.71	3.69	+ .98
100. To seek to enter cooperative arrangements with other colleges in offering graduate programs of study.	Total		2.25	3.72	+1.47
	Faculty		2.17	3.43	+1.26
	Undergrad Students		2.39	4.13	+1.74
	Graduate Students		2.32	4.11	+1.79
	Administrators		1.72	3.32	+1.60
	Community Represent		2.50	3.76	+1.26

Table 27

LOCAL OPTION QUESTION: GOAL STATEMENT
INSTITUTIONAL

Goal Area or Statement	Group	Importance (IS=●; SHOULD BE=▶) No or N/A 1.0 — Low 2.0 — Medium 3.0 — High 4.0 — Ext. High 5.0	Mean IS	Mean SHOULD BE	Discrep (+) or (-)
101. To get satisfactory feedback from most of professors as to students academic progress.	Total		2.79	3.75	+ .96
	Faculty		2.80	3.70	+ .90
	Undergrad Students		2.70	3.75	+1.05
	Graduate Students		2.92	3.96	+1.04
	Administrators		2.58	3.78	+1.20
	Community Represent		3.00	3.69	+ .69
102. To adequately receive educational, vocational and personal counseling services from the Counseling Center.	Total		3.04	3.78	+ .74
	Faculty		3.08	3.63	+ .55
	Undergrad Students		3.04	3.93	+ .89
	Graduate Students		2.81	3.92	+1.11
	Administrators		3.16	3.78	+ .62
	Community Represent		3.07	3.86	+ .79
103. To provide dynamic special instructional services to most of students (e.g., tutorial services).	Total		2.57	3.39	+ .82
	Faculty		2.57	3.21	+ .64
	Undergrad Students		2.71	3.73	+1.02
	Graduate Students		2.54	3.50	+ .96
	Administrators		2.39	3.56	+1.17
	Community Represent		2.44	3.15	+ .71
104. To supply enough volumes of instruction-related books in Frampton Library.	Total		2.93	4.26	+1.33
	Faculty		3.12	4.40	+1.28
	Undergrad Students		2.65	4.29	+1.64
	Graduate Students		2.96	4.37	+1.41
	Administrators		2.89	4.06	+1.17
	Community Represent		2.85	3.74	+ .89
105. To offer financial aids to a greater number of students.	Total		2.94	3.96	+1.02
	Faculty		2.99	3.92	+ .93
	Undergrad Students		2.73	4.20	+1.47
	Graduate Students		2.96	3.85	+ .89
	Administrators		3.06	4.06	+1.00
	Community Represent		3.15	3.66	+ .51

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Table 28

LOCAL OPTION QUESTION: GOAL STATEMENT
INSTITUTIONAL
(Continued)

Goal Area or Statement	Group	Importance (IS=●; SHOULD BE=▶) No or N/A 1.0 · Low 2.0 · Medium 3.0 · High 4.0 · Ext.High 5.0	Mean IS	Mean SHOULD BE	Discrep (+) or (-)
106. To have classroom experience under innovative and exciting teaching methods.	Total		2.66	4.05	+1.39
	Faculty		2.77	3.90	+1.13
	Undergrad Students		2.41	4.20	+1.79
	Graduate Students		2.72	4.20	+1.48
	Administrators		2.42	4.32	+1.90
	Community Represent		2.89	3.93	+1.04
107. To help students become aware of their educational potentialities.	Total		2.72	4.19	+1.47
	Faculty		2.90	4.13	+1.23
	Undergrad Students		2.45	4.27	+1.82
	Graduate Students		2.65	4.15	+1.50
	Administrators		2.42	4.42	+2.00
	Community Represent		2.89	4.11	+1.22
108. To offer diversified baccalaureate programs.	Total		2.88	3.93	+1.05
	Faculty		3.02	3.85	+ .83
	Undergrad Students		2.78	4.20	+1.33
	Graduate Students		2.56	3.67	+1.11
	Administrators		2.56	4.26	+1.70
	Community Represent		2.96	3.68	+ .72
109. To manage student residence halls with more meaningful educational as well as social experiences.	Total		2.57	3.59	+1.02
	Faculty		2.55	3.60	+1.05
	Undergrad Students		2.54	3.84	+1.30
	Graduate Students		2.52	3.26	+ .74
	Administrators		2.74	3.83	+1.09
	Community Represent		2.63	3.21	+ .58
110. To adopt a widely open admissions policy.	Total		2.61	2.79	+ .18
	Faculty		2.68	2.62	- .06
	Undergrad Students		2.72	3.15	+ .43
	Graduate Students		2.48	2.89	+ .41
	Administrators		2.26	2.79	+ .53
	Community Represent		2.54	2.54	0

Table 29

CONCENTRATIONS WHICH SHOULD BE OFFERED UNDER
THE M.ED. DEGREE PROGRAM
(Item 119)

Area	Sequential Rank	Actual Rank	Weighted Rank
Special Education	1	1	34.1
Vocational Education	2	2	14.0
Early Childhood Education	3	3	13.8
Business Education	4	4	11.2
Remedial Education	5	5	8.1
Guidance and Counseling Physical Education English	6	7	5.0
Music	7	9	3.4
Speech Correction	8	10	0.5

Table 30

CONCENTRATIONS WHICH SHOULD BE OFFERED UNDER
THE M.S. DEGREE PROGRAM
(Item 120)

Area	Sequential Rank	Actual Rank	Weighted Rank
General Management	1	1	24.8
Public School Management	2	2	22.8
Hospital Administration	3	3	13.7
Small Business Management	4	4	12.8
Personnel Management	5	5	11.7
Higher Education Management	6	6	7.0
Government Administration	7	7	3.4
Production Management	8	8	1.5
International Business	9	9	1.4
Financial Management	10	10	1.0

Table 31

MASTER OF ARTS OR MASTER OF SCIENCE DEGREE PROGRAM
THE COLLEGE SHOULD OFFER
(Item 121)

Degree Program	Sequential Rank	Actual Rank	Weighted Rank
Environmental Studies	1	1	21.4
Computer Science/Data Processing	2	2	18.7
Guidance and Counseling	3	3	17.1
Social Work	4	4	16.5
Biology	5	5	11.0
Political Science	6	6	3.8
History	7	7	3.5
Modern Foreign Language Music	8	8.5	3.0
Physical Science	9	10	2.0

Table 32

RANKING OF CURRENT AND PROSPECTIVE UNDERGRADUATE MAJOR FIELDS BY TOTAL SAMPLE*
(Items 122, 123 and 124)

Major	Sequential Rank	Actual Rank	Weighted Rank
Environmental Studies	1	1	11.3
Special Education	2	2	8.6
Business Administration	3	3	8.1
Computer Science	4	4	7.8
Recreational Education	5	5	7.5
Human Services	6	6	6.4
Liberal Studies Philosophy	7	7.5	3.6
Psychology	8	9	3.2
Mathematics	9	10	3.0
Business Education	10	11	2.7
Economics English	11	12.5	2.6
Music and Music Education Physics	12	14.5	2.5
Art and Art Education Child Education Health and Physical Education Sociology	13	17.5	2.2
Communications General Science Physical Science	14	21	1.9
Chemistry Speech and Drama	15	23.5	1.8
Social Science	16	25	1.6
Elementary Education	17	26	1.5
Geology History	18	27.5	1.0
French	19	29	0.5
Spanish	20	30	0.4

*The table above represents the composite responses of the five sub-groups to items 122, 123 and 124 of the I.G.I. questionnaire. Faculty, undergraduate and graduate students, staff and community representatives were asked to indicate which among thirty major fields of study should be offered at the college.

CHAPTER IV

SUMMARIZED RESULTS AND CONCLUSIONS

Table 2: Goal Area Summaries of Total Group

According to the size of means and discrepancy scores, goal areas are rank-ordered from the highest in each column. The idea on Table 2 was to look at the "IS" column first. This column spells out what the top five goal areas are, as ranked by means. As far as "what is" is concerned, this tells us what are the most as well as the least prevalent goal areas on the campus. The least five prevalent goals on the list begins with Social Criticism/Activism. Then, to mention the first five on the "SHOULD BE" list as compared with the first five on the "IS" list, and the last five on the "SHOULD BE" list as compared with the last five on the "IS" list, note the discrepancy between "what is" and "what should be" because the overlap is very evident with the latter five goal areas in each column. However, the same overlap does not exist with the top five goal areas in each of the two lists ("IS" and "SHOULD BE").

In the "IS" category, the top five goal areas from the highest are Freedom, Academic Development, Democratic Governance, Community, and Accountability/ Efficiency. If we compare these to "SHOULD BE" and "DISCREPANCY" rankings, the rankings of these top five goal areas currently given the most important priority by the College community do not show the same rank-orders in each column. For instance, Freedom, in the "IS" column, perceived the most important goal area by the College community, is now falling to ninth from the top of twenty goal areas. In the "DISCREPANCY" column, Freedom is the last, which would seem to indicate that the amount of freedom given to the college community now is highly satisfactory. It is approaching the desired form, as far as a feeling of freedom exists on the campus and what people think should exist. The evidence is that those two elements are very close together.

If we look at the "DISCREPANCY" column, the top largest discrepancy scores fall in the goal area of Intellectual Orientation with +1.46. This means that the college should strive further to put more effort into the area of Intellectual Orientation. This is followed by Individual/Personal Development, Intellectual/Aesthetic Environment, Community, Innovation, and so on. All of these are the top five goal areas with the largest discrepancy scores in order of rank. There are two identical discrepancy scores in categories of Humanism/Altruism and Vocational Preparation with +1.19. These could be regarded as important as Innovation. However, Freedom, Traditional Religiousness, Accountability/ Efficiency, Social Egalitarianism, and Academic Development are already receiving sufficient emphasis by the college community in terms of what they should be.

This represents perception on the part of all those individuals, based on a summing of responses to individual items falling within these different goal areas. It needs, however, to be pointed out that these means are based on the total sample which is comprised, to a large extent, of faculty. These results are pretty much affected by the magnitude of the subgroup size. Faculty members comprising 41 percent of the total sample would affect that much proportion of opinions and perceptions into "SHOULD BE" and "IS" goal areas, as compared to administrators (8%) and graduate students (12%). The total picture is not strictly based on a stratified proportional sampling. It is somehow biased. However, as a total, it reveals much relevant information which would provide basis for the college planning and, further, for the establishment of goal priorities in the future.

Table 3: Academic Development

Both faculty and administrators have the lowest "IS" means and the greatest "SHOULD BE" means. Yet all constituent groups have "IS" means above 3.0 (medium importance) for the goal area. Student groups do not demonstrate much in the way of discrepancy scores in this goal area, whereas faculty and admin-

istrators provide the greatest discrepancy scores. This evidence would seem to imply that these two constituent groups are manifesting their aspiration toward a higher level of Academic Development.

This Table presents about the same pictures across the board for four goal statements. One point needs to be emphasized that goal statement 1, "To help students acquire depth of knowledge in at least one academic discipline," has one of the ten highest "SHOULD BE" means of all goal statements for the total group. Goal statement 9, "To hold students to high standards of intellectual performance," is regarded, in the eyes of the faculty, not so important currently, but should be treated as a high priority goal statement.

Table 4: Intellectual Orientation

Ranges of two discrepancy scores are among the ten largest of all in this table. Ranges and variability of all goal statements for all subgroups are substantially larger than other tables throughout all goal statements. In general, all constituent groups are moderately satisfied with the priorities currently given to intellectual orientation of goal area. However, there is a still further distance we should reach to come up to the expecting or aspiring level of achievement on this campus. If we look at the picture here, the "IS" means are about the level of medium importance across the board. However, the "SHOULD BE" means are all very high--mostly above 4.0. Great significance is given this area which comprises four goal statements as shown in this table. Needless to emphasize, intellectual orientation is generally regarded as the top priority goal area as reflected in the opinions of all respondent groups. The distance we have to go forward to reach the level we aspire is the largest of twenty goal areas, or of ninety goal statements. The greatest discrepancies from "IS" to "SHOULD BE" are shown in the items in the goal area of Intellectual Orientation. Almost all discrepancies for all constituencies across all four goal statements are ranging from at least 1.0 to 1.5 for the goal area. The

asterisks indicate that the "SHOULD BE" means for the total group for those four goal statements are among the highest ten "SHOULD BE" means, and two goal statements received the number signs which indicate that those are among the ten highest discrepancy scores. It should be pointed out that this table is very significant and different from others, which requires more concentrated attention to this area.

One might be able to interpret the responses to goal statements 5 and 10 as a very strongly perceived need to more fully motivate the student. Goal statement 5 reads, "To increase the desire and ability of students to undertake self-directed learning," and goal statement 10 reads, "To instill in students a lifelong commitment to learning." Both of these statements, in our judgment, are related to student motivation as well as student willingness to achieve higher levels of self-understanding and aspiration, as far as their learning and intellectual development are concerned.

Table 5: Individual Personal Development

This table presents a resembling pattern to the preceding one.

One possible bias that might have been identified here is in responses from the community representatives which, across the board, yield a very similar response pattern, which is positive in nature. The other sub-groups also yield a very similar pattern which is different from that of the community representatives. Individual goal statements, for the most part, on the "IS" dimension are seen at around 2.5 (in that general vicinity), whereas the "SHOULD BE" means are up around 4.1 or 4.2. Very large discrepancies are also found as in the case of Table 4. Goal statements 3, 8 and 11 have discrepancy scores that are among the top ten largest discrepancies for all goal statements. In addition, goal statement 3, "To help students identify their own personal goals and develop means of achieving them," has one of the highest ten "SHOULD BE" means. This item, on

the surface, is closely related to some items in Table 4.

Table 6: Humanism/Altruism

Goal statement responses within constituencies are very homogeneous from one goal statement to another. There is no general pattern for the entire set of the four goal statements. However, within the particular statement, five subgroups responded in a very similar manner per each statement. One exception to this is that the undergraduate students in each case perceived the greatest need for change, that is, their discrepancy scores, across the board, per goal statement, are the greatest. Results here indicate that they feel that college goals of Humanism/Altruism, in terms of encouraging students to become conscious of important moral issues and things of that sort, need to be emphasized greater, obviously in the undergraduate program.

The undergraduate students are more concerned about the welfare of mankind or world peace than other constituent groups. Most of the "IS" means are falling somewhere between low or medium importance. However, two goal statements 14 and 17, are receiving slightly higher priority than the other two. Discrepancies across the board are somewhere from 1.0 to 1.4, on the average. This table doesn't reveal striking perceptions or aspirations. Even if the discrepancies indicated here are more than a moderate amount of score size, constituent groups would seem to be satisfied if a little more effort is given to this area in order to reach the aspired level of goals.

Table 7: Cultural/Aesthetic Awareness.

This table doesn't reveal much to discuss except the point that all of the constituent groups are, in general, satisfied with "what is" as to this goal area; and they do not express too much of a desire to achieve or expand the level of goal achievement in the future. With moderate emphasis on this goal area, everybody in the college community would be satisfied.

Table 8: Traditional Religiousness

This particular goal area evidently is not regarded as part of the function of a state-supported institution. Generally, the religiousness is exemplified by goal statements 16, 19, 22, and 25. All of them reveal very low "IS" means, hovering about 1.5 and "SHOULD BE" means not slightly greater than that in the main, hovering about 2.0, slightly above and slightly lower than 2.0 (low importance). All of these indicate that this particular goal area is seen as one of having very low importance for Frostburg State College, and one that should receive low importance, given the mission of the institution.

Table 9: Vocational Preparation

Goal statement 36, which reads, "To provide retraining opportunities for individuals whose job skills are out of date," is regarded as having very low importance as well. But, with the exception of that particular item, the other three items show considerable discrepancy scores across each of the constituent groups in each of those three goal statements. Administrators consistently have the highest discrepancy scores in each of those three goal statements, and undergraduate students have the second highest discrepancy scores in each of the same three goal statements. This indicates that vocational preparation is not what it should be at Frostburg State College. A great deal more emphasis should be placed on the goal of awareness for "Vocational Preparation." On the other hand, the faculty subgroup has the lowest discrepancy score on each of those three items, indicating that the faculty does not regard "Vocational Preparation" as an important goal as do the undergraduate students or administrators. This peculiar pattern of responses between two subgroups is consistent for all goal statements contained in this table. Looking at the goal area for Vocational Preparation, which is the top part of the table, the picture, in general, depicts the variancies and aspirations of constituencies in this area. The "SHOULD BE" mean of faculty is slightly above the medium

importance, whereas all other four constituent groups are approaching high importance levels.

Table 10: Advanced Training

One thing that can be discerned from both the goal area summary and goal statements here is that the administrative staff generally tend to regard advanced training, that is, the provision and/or development of graduate and/or professional-level programs at the College, as being of generally low importance, and they did not show any anxiety or aspirations to increase or enhance the level of advanced training in the college community. However, as is visualized in this table, graduate and undergraduate students are more concerned about developing advanced training programs than any other constituent groups. Faculty members, administrators, and community people, in general, regard advanced training as being of low importance. Nevertheless, students' needs in the area of advanced training are so clearly reflected in this picture, that the College should be more concerned about where the needs are. Goal statement 31, which reads, "To provide training in one or more of the traditional professions such as law and medicine," is regarded by all constituent groups as being of low importance. The opinions included in this category seem to be not directly relevant to the mission or role of this College at this time. However, goal statement 32, which reads, "To offer graduate programs in such newer professions as engineering, education, and social work," is regarded by undergraduate and graduate students as an important area for the College to develop, whereas faculty, administrators and community representatives awarded this goal statement a relatively low status.

Table 11: Research

Undergraduate students consistently have the highest discrepancy scores for this goal area. Although the discrepancies are not as large as those found in the examination of several of the other goal areas, they are moderately

large discrepancies on the part of the undergraduate students in particular. In the main, it seems that the perception of the content of the items which deal primarily with basic research in natural sciences or contract research for government or business, is regarded as being of very low importance at the College; and is regarded as having low importance in the future, as these kinds of activities are more fully within the realm of a large research oriented institution. This goal area involves doing contract studies for external agencies by conducting basic research in natural and social sciences and seeking generally to extend frontiers of knowledge through scientific research.

Table 12: Meeting Local Needs

The responses across constituencies on the "Meeting Local Needs" goal area can be termed "middle of the road," with the vast majority of responses falling within the range from 2.5 to 3.5, or hovering about the medium importance or mid-point of 3.0. The four items contained within this goal area have to do with providing educational opportunities for local-area adults, providing trained manpower for local-area business, and the facilitation of involvement of students in neighborhood and community service activities. These latter two areas exhibit generally the same pattern of response on the part of the five constituent subgroups. Responses are from relatively low importance to medium or moderate importance. The question dealing with the campus serving as the cultural center in the community, on the other hand, is viewed as being of medium importance on the "IS" dimension. But the "SHOULD BE" dimension is seen as having high importance or possibilities for the future with the "SHOULD BE" means about 4.0.

Table 13: Public Service

In general, constituent groups revealed similar perceptions in terms of "IS" means. This goal area is seen currently as being of low importance. The "SHOULD BE" results are also resembling to "IS." They did not attach much

importance to this goal area, slightly above the medium importance. For goal statement 51, which reads, "To be responsive to regional-national priorities when considering new educational programs," administrators show a discrepancy of 2.0 from "IS" to "SHOULD BE". This result with a large discrepancy score indicates that responsiveness to this goal is a very high priority for administrative staff members in terms of what the College "SHOULD BE" attempting.

Table 14: Social Egalitarianism

Data here reveal that undergraduate students and, to a lesser degree, graduate students give greater importance to this goal area, in terms of it should be than do other constituent groups. In general, all constituent groups view this as being of low importance and attach a medium level of importance to where it should be.

The goal statement regarding "Open Admission" received smallest emphasis of all from all constituent groups, except undergraduate students, both in terms of "IS" means and "SHOULD BE" means. The goal statement 48, "To offer developmental and remedial programs in basic skills," was attached a medium level of importance in terms of where it is and where it should be. Educational experiences relevant to interests of minority background students were regarded as being of relatively low importance. The undergraduate students, however, put greater importance here than did others.

Table 15 : Social Criticism/Activism

In general, this goal area is viewed as a goal of low importance when compared to others. Furthermore, respondents did not attach much importance to where it should be. Data and figures in this table reveal that respondents are not so interested in the macro-society phenomena in America. Undergraduate students expressed somewhat greater concern in this goal area, and the pattern is the same throughout all the goal statements.

Table 16: Freedom

In considering the four goal statements provided, with the exception of graduate students on one statement and community representatives on two statements, all other constituent groups across the four goal statements reflect that the dimension of Freedom presently is at 3.0 or greater. That is, the "IS" dimension is seen as being of medium-plus importance. However, this goal area demonstrates the least amount of discrepancy overall of "SHOULD BE" - "IS". This is consistent across the subgroups in that the aspiration for greater freedom is relatively low in comparison to other goal areas. Particularly, the community representatives view this goal area to be changed into reverse order of direction. This means that the freedom currently provided should be reduced in magnitude by a smaller amount. Their response patterns in three goal statements are all reversed orders in direction, even though the discrepancies are rather small.

Table 17: Democratic Governance

In general, both undergraduate and graduate students tend to have the lower "IS" means on goal statements. Their "IS" means tend to be at or slightly below the medium point. Their discrepancy scores are also different from those of the other constituencies in that they are the greatest in magnitude across all goal statements. Undergraduate students, in particular, have the highest discrepancy scores and the highest "SHOULD BE" means for Democratic Governance. For the goal statement 61, "To decentralize decision making on the campus to the greatest extent feasible," community respondents feel that the decision making on campus is at a point where it needs to be rather more centralized. With the exception of the community representatives and the undergraduate and graduate students on two of the four goal statements, the bulk of the responses indicate that Democratic Governance is at least of medium importance at Frostburg State

College and should be of high importance.

Table 18: Community

This table shows that, on the average, the constituent groups are viewing that the college is putting a medium level of importance on the goal area of Community, which comprises college climate, morale, open communication, and trust on the campus. Out of 4 goal statements, 3 goal statements (59, 62, and 65) for the total group, were with asterisks. This means that each of these three goal statements for the total group, in the dimension of "SHOULD BE" means, are one of the highest ten "SHOULD BE" means. The goal statement 65 is with two signs (asterisk and number). The "SHOULD BE" mean for this goal statement is one of the highest ten "SHOULD BE" means of all 90 goal statements. As well, the discrepancy for this item is one of the largest ten discrepancy scores of all goal statements. In other words, people on this campus aspire to go much further to obtain a climate of mutual trust and respect among all constituent groups involved in college operation.

Table 19: Intellectual/Aesthetic Environment

This goal area is characterized by "IS" means approaching the medium point of 3.0 and relatively high "SHOULD BE" means on or above 4.0 with very large discrepancies across the constituencies ranging from .89 to 1.44. Two of the goal statements in this goal area, goal statements 66 and 76, have discrepancy values which are among the largest ten discrepancy values of the ninety goal statements. In addition, goal statement 76, "To create an institution known widely as an intellectually exciting and stimulating place," has extremely high discrepancy scores ranging from 1.31 to 1.89. The "SHOULD BE" mean for the total sample for goal statement 76 ranks among the ten highest of the ninety goal statements.

One interesting point to note is that goal statement 73, "To sponsor each year a rich program of cultural events; e.g., lectures, concerts, and art

exhibits," is seen as being of moderate importance presently. However, all constituent groups are still aspiring to go further to reach extended richness in this area.

Table 20: Innovation

One outstanding point here is that goal statement 77, "To create procedures so that curricular and institutional innovations may be readily initiated," is seen in the eyes of respondent groups as a moderately important goal. However, their level of aspiration (or dissatisfaction) with the current condition is clearly indicated with one of the highest discrepancy scores. This means that the group, as a total, desires to do much more. Across the board, the constituent groups are exhibiting about the same pattern of importance for "IS" as well as "SHOULD BE" dimensions. However, again across the board, administrators are exhibiting much greater discrepancy scores than faculty members. Particularly for goal statement 70, administrators' discrepancy score is 1.50, whereas faculty is 0.74. In general, it would appear that in every instance, in terms of each goal statement, administrative staff feel a much greater need to expand and facilitate innovation as compared to the faculty subgroup.

Table 21: Off-Campus Learning

In general, the pattern depicted in this chart indicates that off-campus learning is regarded as having low importance at the present time at the College. With the exception of goal statement 68 and possibly goal statement 72, off-campus learning is seen as not being of high importance for Frostburg State College, especially in the involvement of degree programs, extension courses, and on the basis of examination and experience criteria.

Table 22: Accountability/Efficiency

It would seem that generalities such as achieving goals of and concern with efficiency evoke very positive kinds of responses from all constituent subgroups in terms of "where the college is" (around the medium point), and "where the

college should be" (close to or approaching 4.0 or higher). However, when the particular goal statement deals with a specific area such as "cost criteria" or "accountability in particular funding areas," there is more in the way of careful or cautious evaluation on the part of the subgroup. Data revealed that faculty members are opposed to applying cost criteria to decide among alternative, academic, and/or non-academic programs. Graduate students are opposed to "cost criteria" as well. Administrators are favorably disposed, but to a very slight degree. In the area of accountability to funding sources for program effectiveness--the faculty again feels that this is a relatively important area at the present time; but this importance should be perhaps slightly diminished, whereas the other subgroups feel, to a moderate extent, that it's importance, presently held at the medium point, should be increased. There is an aspiration exhibited that we should be more efficient and effective in achieving college goals and in college operations.

Tables 23 and 24: Miscellaneous Goals

Tables 23 and 24 contain the results for the ten "Miscellaneous Goal Statements" contained in the Inventory, but not included in any of the twenty goal areas. These goal statements are somewhat independent of others and important enough to be included in this Inventory. However, their contents are not directly applicable to be included in any of the goal areas. The ways of interpreting results pertaining to these "Miscellaneous Goals" are the same as those applicable to other goal areas and goal statements.

One can make the logical reduction to a greater or lesser degree that goal statements: 84 (having to do with planning), 85 (having to do with citizen involvement in planning), 88 (systematic evaluation), 89 (interpretation of college purposes and work of the institution to citizens off campus), and 90 (the achievement of consensus with regard to college goals), can be regarded as a constellation of items centering around the concepts of planning, evalua-

tion, goal setting, and articulation of goals. The pattern of responses among the constituencies, with regard to this constellation of items, indicates that administrative staff, in general, feel that our activities along these dimensions currently are at a relatively low ebb. Their high discrepancy scores indicate great aspirations for the future to improve and to heighten the importance of these activities. This is consistent across these five goal statements. The faculty members tend to regard most of these areas as being of medium importance at the present time, and of being moderate to high importance for the future.

Goal statement 12, reading, "To ensure that students who graduate achieve some level of reading, writing, and mathematic competency," is viewed as currently being of medium importance by all the constituencies. But they attached, on the average, high importance to this goal area. An interesting fact to note is that students, both undergraduate and graduate, attached less importance to the "SHOULD BE" dimension of this goal than other groups—faculty, administrators, and community representatives. Perceptions of five constituent groups split into two different patterns.

Tables 25 and 26: Local Option Question: Graduate Studies

Tables 25 and 26 present the responses to ten items prepared by the ad hoc committee of the Graduate Faculty, which is dealing with the goals and objectives of the graduate program. What follows represents a brief summary of the responses to these items.

In the first place, students seem to be telling us that we need to be doing more with regard to financial support, access to and introduction of new programs. Other constituent groups, in general, are less expressive than students. In general, it is believed that the College should be doing much more to introduce new educational specialties in the M.Ed. degree program as well as diversify our program offerings. It is also believed that the College should be doing much more in the way of entering cooperative arrangements with other institutions.

At the same time, however, with the exception of graduate students and undergraduates to a lesser degree, the same positiveness in direction is not evidenced in terms of supplying graduate programs with a larger proportion of College resources. It is one thing to be eager to do new and different things. It is quite another to be willing to pay for it at the expense of other programs.

The quality of the graduate program is perceived to be generally at the medium point with some need for improvement, although not a great need. The faculty, administration, and graduate students feel that the College should demonstrate some diversity in programming as evidenced in goal statement 96. This feeling is reflected in several other items and generally serves to provide the "theme" of response to these locally prepared items for graduate studies.

Tables 27 and 28: Local Option Questions: Institutional

Tables 27 and 28 present perceptions ("IS") and opinions ("SHOULD BE") of the respondents to ten question items prepared by the writers, which pertain to various institutional services and specific objectives of sub-units of the College. Each item is independent of others, and needs to be treated separately. Summaries of items are briefly provided in the following remarks.

It appears that, in general, students are getting a fairly satisfactory amount of feedback from most of the faculty members as to their academic progress. However, the respondents express opinions that greater importance must be placed on this goal.

A similar result to the preceding item is found in the counseling service area. Goal statement 102, "To adequately receive educational, vocational, and personal counseling services from the Counseling Center," presents that all constituent groups view the importance currently given to this goal is more than medium importance and they further placed high importance on the "SHOULD BE" dimension.

Data pertaining to goal statement 103 show that constituent groups viewed

the area of "Special Instructional Services" as low importance on the "IS" dimension and medium-high importance on the "SHOULD BE" dimensions. The undergraduate students regarded this area more importantly than others.

It would seem that all constituent groups except community representatives emphasized that the College should be placing higher priority on providing enough volumes of instruction-related books in the Framptom Library. The magnitude of the "SHOULD BE" mean is the same as one of the ten largest contained in the ninety goal statements. Data here indicates that this item needs to be considered as one of the high priority items.

The undergraduate students expressed greater interest in the area of student financial aids. They are more concerned about the College's offering financial aids to a greater number of students than other groups.

It is believed that the College should devote much more emphasis: to providing innovative and exciting teaching-learning experiences; to help students become aware of their education potentialities; and to offer diversified baccalaureate programs. Goal Statement 107, "To help students become aware of their educational potentialities," again received the "SHOULD BE" mean as high as one of the ten highest scores of the ninety goal statements.

Faculty members, undergraduates, and administrators indicated that the residence hall experience should be medium-high importance. The item pertaining to open admission policy is viewed by the respondents as that the current openness is about the maximum level the College should open. The faculty revealed that the direction of the openness of current admission practices should be reversed.

Tables 29, 30, and 31: Graduate Studies Program

Tables 29, 30, and 31 provide summaries of items which asked respondents to select those graduate program directions in which the College should be moving. The three tables tell their story with little ambiguity. Table 29 reveals that

the M.Ed. degree program should be concentrating on new and different areas such as Special Education. Table 30 reveals that General Management should be, in a continuing sense, the main emphasis of the M.S. in Management program. Table 31 indicates that, given the ten areas included, new masters degree programs should be developed in the science-oriented and applied areas such as Environmental Studies, Computer Science, Guidance and Counseling, Social Work, and Biology as opposed to other areas. The findings of Tables 29, 30, and 31 are consistent with the responses of goal statements 91 through 100 which also deal with graduate programs.

Table 32: Undergraduate Major Field

Table 32 presents the summary of last three items in the Inventory as to offerings of current and prospective undergraduate major fields. This table is self-explanatory. Major fields ranked in the top ten, from the highest, are Environmental Studies, Special Education, Business Administration, Computer Science, Recreational Education, Human Services, Liberal Studies, Philosophy, Psychology, Mathematics, and Business Education.

Conclusions

As one might guess, it is very difficult to draw conclusions for a goal inventory of this magnitude. In examining goal areas, we lose the variability of response to individual items, some of which may have significant import for the College. On the other hand, when each item is examined as a free-standing entity one cannot truly assess the "spirit" or the "flavor" of the institution.

What follows is an attempt to articulate the "spirit" of Frostburg State College as revealed through the Institutional Goals Inventory.

Seen as a healthy sign is the great value placed upon intellectual orientation and the felt need for greater movement toward the heightening of the importance of this goal on the campus. It has been clearly expressed that

the intellectual orientation should be the highest priority for the College and that we believe there is great room for improvement in the realization of this goal. Along these same lines is the collective belief that the College should be doing a great deal more to enhance the personal development (self-confidence, understanding, identification of personal goals) of individual students within a climate of mutual trust and respect in a setting of intellectual stimulation. With regard to this climate of openness and mutual trust, it seems that we are by no means in danger, but we have a long way to go before we are where we should be.

One gets the impression that the College is a rather traditional kind of place from an examination of such goal areas as vocational preparation, innovation, off-campus learning, and accountability/efficiency. Vocational preparation is actually a very important goal area for the College, but one item on that scale misdirected the entire scale. The importance of this goal is clearly demonstrated in the ordering of degree programs (tables 29-32). Newer educational thrusts such as off-campus learning and innovation itself are not made much of.

Accountability means different things to different people. At Frostburg it tends to mean the ability to express the value of what we are doing and achieving albeit in non-monetary terms. There is an obvious reluctance to express educational outcomes in dollars and cents.

There is an apparent need for planning, goal-setting, and articulation of College goals and objectives. This need is evidenced in the contradictory nature of many sets of responses to related items. Desires are readily expressed in many cases but there is an unwillingness to indicate what must be subordinated to those desires. A trade-off must be made and this implies a need for systematic evaluation and planning whether one wants to or not.

With regard to graduate education, it appears that students place a great deal more value on the importance of this goal than do the faculty and administration, particularly the latter. This situation may result in the question:

"Who do we serve?"

New degree programs for the undergraduate level are shown in Table 32. If we take the rankings in Table 32 closely, then we might think seriously about programs in environmental studies, special education, computer science, recreational education and human services.

At the graduate level, special education, vocational education, early childhood education, and business education might be new M.Ed. concentrations, while the need for M.A. and M.S. degrees appears to be a confused issue since the two most highly weighted choices have no undergraduate major. New programs again raises the question of trade-offs. Since we cannot be all things to all people within the framework of a limiting economic system, we must decide what we really should be doing and for whom.

The results of this investigation could provide a very good, if not excellent, point of departure for a college-wide planning effort. If we accept external pressures as a fact of life; if we accept the economic reality of public higher education as being a governmental commodity; and if we accept the concept that we, as a College, possess the personal and collective commitment to design our future, the time for arranging our priorities could possibly never be better.

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